



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

MONITORING VISIT

THE LONDON SCHOOL OF BEAUTY & MAKE-UP

(Company Registration No. - OC371888)

Full Name **The London School of Beauty & Make-Up**

Address 8-19 Long Lane, London, EC1A 9PL

Parent\Company name UR Beauty and Make-Up LLP

Telephone Number 020 7776 9766

Email Address Emile.Qadri@urbanretreat.co.uk

Principal Mr Emile Qadri

Proprietor Mr George Hammer

Age Range 18+

Total number of students 89

Numbers by age and type of study 18+ 89

FE only: 89

Inspection date **07 November 2017**

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 London School for Beauty and Make-up was founded in 1995 and moved to its current location in central London in 2012. In the same year the school became part of the Urban Retreat group of companies. The chairman of the group is the proprietor of the school. The principal is on the board of Urban Retreat and is responsible for reporting the school's performance. The school's aim is to deliver industry ready graduates through high quality relevant beauty and make-up education.
- 1.2 The school offers a range of courses in beauty therapy and make-up. These result in qualifications awarded by a number of specialist awarding organisations including the Comité International d'Esthétique et Cosmétologie (CIDESCO), the Confederation of International Beauty Therapy and Cosmetology (CIBTAC), the Vocational Training Charitable Trust (VTCT) and the Make-up Arts Standards Authority (MASA). Enrolment takes place throughout the year at the beginning of each module.
- 1.3 The school accepts students aged 18 years and over. At the time of the inspection there were 89 students, all of whom were female and between the ages of 18 and 65. Male students do attend the school but there are currently none in attendance. There is a wide range of nationalities. Approximately half are from the UK, a quarter from the EU and the rest from a wide variety of nations. About one third speak English as an additional language. At the time of the inspection there were five students on Tier 4 visas and one student who was identified with learning difficulties and/or disabilities.
- 1.4 The previous inspection took place 15-17 November 2016 when it met all key standards and the quality of education was judged to meet expectations.
- 1.5 The recommendations from the previous report are:
- Develop a more systematic approach to action planning for improvement, to ensure that actions are recorded and monitored to check their progress and implementation.
 - Strengthen individual student target setting by improving target setting procedures and ensuring targets are measurable and specific.
 - Strengthen the excellent oversight provided by the proprietor by reporting formally to the board on key indicators relating to students' achievement and experience.
 - Strengthen lesson observations by ensuring that they result in clear development targets which are monitored in subsequent observations.
 - Improve written feedback on assessed work to ensure it provides students with information on what they need to do to progress or improve.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 15-17 November 2016 the 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. Students are well educated in line with the aims and ethos of the school. Course provision is excellent and the curriculum meets the needs of the students very well. Initial assessment is effective in placing students on appropriate courses which meet their needs. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in Home Office guidance. The quality of teaching is good and ensures students develop relevant knowledge, skills and confidence. Teachers have excellent subject expertise and make very good use of high quality resources to prepare students well for working with clients in their chosen field. Individual learning plans with individual targets are used well in longer courses and where students require extra support but this has not yet been extended to all courses. Feedback is good and students know how to improve. They make good progress in relation to their starting points. A large majority of students progress to employment or higher level courses.
- 2.3 Students' welfare, including health and safety, is good. Premises are secure, fit for purpose and well maintained and provide a safe environment for students and staff. All necessary measures have been taken to reduce risk from fire and other hazards. Students confirmed they felt safe and a thorough induction helped them settle in quickly. The school maintains accurate student registration and attendance records. Procedures for reporting to the Home Office are in line with official guidance. Pastoral support is good and students know who to approach for help. The social programme includes valuable enrichment activities and students receive good advice which enables them to make informed choices regarding further study and employment.
- 2.4 The effectiveness of governance, leadership and management is good. Educational direction is excellent with good financial management and excellent input on current industry standards. Leaders and managers ensure the welfare, health and safety of students are safeguarded effectively. Relationships between the proprietor and senior managers are excellent. Highly competent tutors are appointed and roles and responsibilities are clearly defined. Quality assurance arrangements are good. The school meets awarding organisation standards well. Managers successfully elicit students' views and secure improvements in educational experience. Lesson observations are effective in assuring quality and identifying issues but do not result in clear monitored development targets for tutors. Data is used well to improve achievement. However, processes for self evaluation and quality improvement action planning are underdeveloped. The wider staff team are not formally involved and procedures to set and regularly monitor measurable targets for improvement are not consistent. Staff recruitment procedures are unsatisfactory. Identity and qualification checks are recorded but written references were unavailable.

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 recommendations in this area from the previous inspection report are:
- Strengthen individual student target setting by improving target setting procedures and ensuring targets are measurable and specific.
 - Improve written feedback on assessed work to ensure it provides students with information on what they need to do to progress or improve.
- 3.3 Satisfactory progress has been made against the first recommendation. Individual Learning Plan documentation has been revamped to include individual targets. This is used successfully with students requiring extra support and with students on the longer CIDESCO courses. These targets are specific and measurable. However, individual target setting has not been extended to all courses.
- 3.4 There is good progress against the second recommendation. Assessment feedback forms have been enhanced, and detailed and constructive written feedback is provided in line with awarding organisation criteria. As a result, students know what to do to improve.
- 3.5 The quality of course provision and curriculum is excellent. Initial assessment is effective in providing a starting point on which to base an appropriate programme of study which matches the needs and aspirations of students well. Students are well educated in line with the aims and ethos of the school. The curriculum is well planned and meets expected industry standards. Students greatly appreciate the particularly wide range of learning opportunities on offer which enable them to develop their skills and make good progress. Courses offered to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance. There are currently 5 such students enrolled.
- 3.6 The quality of teaching is good. Teachers have excellent subject and industry knowledge and learning activities are well planned. Teaching develops students' confidence, resilience and independence, and deepens their knowledge and understanding. Good use is made of high quality, industry standard resources to support and promote learning. Outcomes for students are good and they receive excellent preparation to enable them to work with clients in the beauty industry. Tutors show a good understanding of students aptitudes. Sessions are well paced and meet awarding organisation standards well.
- 3.7 Attainment and progress are good in relation to students' starting points. Systems in place to monitor students' progress and achievement are effective. Clear feedback enables students to understand what they need to do to improve. The

large majority of students achieve their qualification. Students report that they are highly satisfied with their learning and feel they are making progress.

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 school premises are secure, fit for purpose and well maintained with due regard to the health and safety of students. Classrooms are clean and well decorated. All necessary measures have been taken to reduce the risk of fire and other hazards. Emergency procedures are good and signage is clear. The school has an appropriate number of fire marshals and staff trained in first aid. Students confirmed they felt safe and knew what to do in case of fire or accident. The school provides a safe and secure environment for students and staff.
- 4.3 Systems for recording registration and attendance are good. Records of enrolment and attendance are accurate and well maintained. Attendance policy and procedures are clear and well understood by students and absences are followed up appropriately.
- 4.4 Staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students. Appropriate arrangements to make the necessary reports to the Home Office are in place and well understood by staff.
- 4.5 Policies and procedures for the collection and refund of student fees and deposits are in place.
- 4.6 Pastoral support for students is good. Students receive very good support from tutors and managers and know who to approach if they have a concern. There is a comprehensive induction which allows them to settle into their course quickly. Students are aware of the complaints procedure. Relationships between students and staff are excellent. The school has detailed and effective policies to avoid discrimination and abusive behaviour and there have been no incidents of bullying and harassment. The social programme meets students' needs well and includes valuable enrichment activities.
- 4.7 Students receive good advice and guidance which allows them to make informed choices about their progression to further study and employment. The vast majority of students would recommend the school to others.

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:
- Develop a more systematic approach to action planning for improvement, to ensure that actions are recorded and monitored to check their progress and implementation.
 - Strengthen the excellent oversight provided by the proprietor by reporting formally to the board on key indicators relating to students' achievement and experience.
 - Strengthen lesson observations by ensuring that they result in clear development targets which are monitored in subsequent observations.
- 5.3 Insufficient progress has been made on the first recommendation. Priorities for improvement are identified but there is no consistent system for recording action points and monitoring progress.
- 5.4 Progress on the second recommendation is good. Key indicators regarding student experience and achievement are now reported to the board and discussed and recorded in the minutes.
- 5.5 Satisfactory progress has been made on the third recommendation. Lesson observations are effective in assuring quality and identifying issues. Documentation has been revised but areas for further development and specific measurable action points to support tutors' development are not clearly defined or monitored.
- 5.6 The school is well managed. Ownership and oversight are good. Educational direction is excellent and focuses on the demands of the beauty industry. The Urban Retreat group provides excellent input on current standards and ensures appropriate financial management. Relationships between the proprietor and managers are excellent. Leaders and managers ensure the welfare, health and safety of students are safeguarded effectively. Tutors are appointed who are highly competent and have excellent industry expertise. Staff are very supportive of the school. There is a clear management structure with well defined roles and responsibilities.
- 5.7 Quality assurance arrangements are good. Managers effectively elicit students' views and take appropriate action to improve their educational experience. Leaders and managers successfully focus on areas of underperformance to secure improvements. Qualification delivery systems are good and the school meets awarding organisations' standards with high levels of success. Good management of resources leads to good outcomes for students. The school has an appropriate and clear complaints procedure. Managers have accurate achievement data and use it effectively to improve achievement. New more effective procedures have been

instituted to ensure students complete assessments at an earlier stage in their course to improve their success rates. However, processes for self-evaluation and quality improvement action planning and monitoring are underdeveloped. The wider staff team are not formally involved and procedures to set and regularly monitor specific and measurable targets for improvement are not consistent.

- 5.8 Procedures for staff recruitment are unsatisfactory. Appropriate checks to verify identity, qualifications and right to work in the UK checks are carried out correctly and accurately recorded. However, written references were not available during the inspection.

6. ACTIONS AND RECOMMENDATIONS

The school has maintained the good quality found at the last inspection.

Recommendations for further improvement

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

- Extend the use of specific and measurable individual learning targets for students on all courses.
- Strengthen self-evaluation processes by fully evaluating data and encouraging input from the wider staff team.
- Develop quality improvement action planning with specific, measurable action points which are monitored and evaluated regularly.
- Strengthen the lesson observation process by including monitored action points to support the development of tutors' teaching skills.
- Ensure that references are taken up and recorded before the appointment of staff.

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

Inspectors

Mrs Pauline Bateman	Lead Inspector
Ms Margaret Arokiasamy	Team Inspector