



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

**ROXBY TRAINING SOLUTIONS LIMITED**

**(Company reg. no. 07206012)**

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Principal Ms Joanne Dean

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Age Range 18+

Total number of students 11

Numbers by age and type of study 18+: 11  
FE only: 11

Inspection date **27 April 2016**

## 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.

An extended 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. Inspectors will also consider the impact of any material change reported since the last inspection.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Roxby Training Solutions Ltd (RTS) is an engineering training college. It commenced trading in March 2010. It aims to provide top quality training, so that learners can reach their full potential in a challenging and stimulating learning environment. The two directors of the company are also the proprietors and provide overall governance. A general manager, supported by two assistant managers, has responsibility for the day-to-day management of the college. The college's main premises were located in Middlesbrough and moved to Stockton-on-Tees in February 2016. It also has separate premises, based on a trading estate in Stallingborough in North East Lincolnshire.
- 1.2 The college offers a range of short, intensive, specialised courses and training in mechanical and electrical engineering, instrumentation and health and safety. The courses running at the time of the inspection were two training and assessment programmes; one in the selection, use, maintenance, and inspection of electrical apparatus in potentially explosive atmospheres and a second in the electrical installation, design, selection and erection of electrical equipment in areas of explosive atmospheres. RTS also offers bespoke training programmes for home and international clients, although no such courses were running at the time of the inspection.
- 1.3 At the time of inspection there were 11 students enrolled at the Stockton-on-Tees premises. All students are over the age of 18 and are male. They are all British nationals and have English as a first language. No students have been identified as having special educational needs and/or disabilities (SEND). Enrolment is continuous throughout the year. Candidates are selected on the basis of their previous qualifications and industry experience.
- 1.4 The college was last inspected on 21 April 2015 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.5 This monitoring visit has been extended due to a change of address of the main premises. For this reason, Section 4 of the Educational Oversight Framework will be looked at in detail.
- 1.6 The recommendations from the previous report are:
  - Ensure all staff have annual appraisals which include clear performance objectives that are monitored.
  - Formalise the existing process of observing teaching and learning to ensure outcomes of observations including action points are recorded.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 21 April 2015 the college 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. Initial assessment is highly effective in ensuring students are placed on the right course and receive appropriate support to meet their needs. Course provision is very good. Qualifications are recognised by employers and, therefore, are effective in meeting the objective of the students, to gain employment. The curriculum includes courses that meet the definition of an approved qualification for Tier 4 students, as set out in the Home Office guidance, although no such students are currently recruited. Teaching and learning are good. An appropriate variety of teaching methods and the effective use of high quality classroom resources ensure that students are engaged and make good progress. Students' progress is regularly assessed and tracked throughout their course. As a result, levels of achievement in external examinations are excellent and most students are successful in gaining the qualification.
- 2.3 Provision for students' welfare, including health and safety, is good. Arrangements to ensure that both premises provide a healthy, safe and secure environment for staff and students are excellent. A detailed health and safety policy is very well implemented. Both premises provide an excellent learning environment, with high quality, specialised practical training facilities and spacious, light and airy classrooms. They are well decorated and levels of maintenance are very high. Admission and attendance registers are accurate and well maintained. Although no students on Tier 4 visas are currently recruited, managers are aware of the Home Office requirements for monitoring and reporting on attendance for such students and effective procedures ensure these are met. Students receive effective personal support in line with their needs. Staff are approachable and operate an effective open door policy. Appropriate guidance on further study and careers is available as required.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors provide effective oversight of the college and work very well, with the senior managers, to set a clear vision for the future. They make very good investments in the training facilities for the benefit of the students. The leadership of the college is effective in the discharge of its responsibilities for maintaining the quality of the provision. They provide effective support to ensure staff are well trained for their roles. Regular performance appraisals and a robust system of lesson observations now ensure that staff receive good feedback on their strengths and areas to improve. However, instructors are not specifically trained to use a variety of different teaching methods, particularly in theory sessions, to fully engage all the students. There is no systematic follow-up from lesson observations to check that the support provided has had a positive impact on the quality of the teaching. Quality assurance is effective in maintaining the good quality of the provision. It takes appropriate account of the views of students to set targets and make

improvements. Action planning is carried out meticulously and all decisions are recorded to ensure effective monitoring. Appropriate checks are carried out on employees' identity and right to work in the United Kingdom (UK).

### **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 Assessment of students prior to and on arrival is excellent and highly effective in ensuring that learners are placed on courses appropriate to their abilities. Students' prior educational attainments, qualifications and work experience are rigorously screened, prior to arrival, to ensure they meet the entry requirements for the course. When required, employers provide additional relevant information so that a very accurate picture of learners' suitability is obtained. On arrival, a detailed registration and induction process is used very well to identify additional support needs and to provide useful initial advice and guidance to the learners. As a result, instructors identify any skills or knowledge gaps, which are recorded on class registers. The resulting information is used very effectively to plan lessons and to provide additional support and reasonable adjustments, including for the course assessments.
- 3.3 The college has a clear statement of educational purpose, which is effectively supported by appropriate schemes of work and lesson outlines. Course provision is very good. The specialised content of the courses fully reflects a variety of different industry standards and is compliant with the requirements of the Health and Safety Executive. The qualifications are recognised by employers as providing the skills and knowledge required to work in areas such as mechanical and electrical engineering, instrumentation and hazardous areas. The range of courses provides suitable progression routes. Therefore, the curriculum is very well matched to the needs and objectives of learners, to gain suitable employment. The curriculum includes courses that meet the definition of an approved qualification for Tier 4 students, as set out in the Home Office guidance, although no such students are currently recruited.
- 3.4 The quality of teaching and its impact on learning is good. Classes are well planned and class time is very well managed. A range of effective teaching methods enable students to participate in suitable problem solving activities and to ask questions to improve their understanding. Instructors use appropriate questioning methods to ensure that the theoretical aspects of the course are understood by the students. The pace of lessons is good. Instructors have excellent subject knowledge and industry experience, which they use very effectively to promote students' progress in class. They make very good use of high quality classroom resources, including electronic whiteboards and real life examples of equipment and technical components that the learners will use in their jobs, to support the students' learning. High quality learning manuals and other visual aids effectively support a wide range of different learning styles and ensure that all aspects of the course are well covered. As a result, the students are fully engaged. They apply themselves very well to a high volume of learning material. Therefore, they make good progress.

- 3.5 In the small minority of less successful lessons, a limited range of teaching methods and insufficient questioning limit students' engagement and, therefore, their progress.
- 3.6 Instructors set relevant and challenging practical tasks, which learners carry out in very well equipped workshop spaces, which simulate real industrial environments. Feedback is provided by the instructor as the learners complete the tasks. Therefore, they understand very well how they are progressing and what they need to do to improve. As a result, students' levels of enthusiasm and application are high in these sessions and they demonstrate good levels of confidence.
- 3.7 The assessment of students work and progress is timely, reliable and consistent. Formal assessment of progress occurs on a regular basis through homework, tests and other assessments. The results are discussed in class and students mark their own work on the basis of the feedback from the instructors. Further homework is provided based on the outcomes of the assessment. Therefore, the students are encouraged to take responsibility for their own educational progress. The assessment scores are recorded in individual learning plans (ILPs) and are effectively tracked. A risk assessment is applied to the scores so that students falling behind are appropriately supported to make the necessary improvements. ILPs are also used to record and assess progress towards achievement targets. As a result, students understand very well how they are progressing and what they need to do to improve and to gain the qualification. Students report that assessment of progress is regular and that instructors respond to their learning needs in the light of their performance. Inspection findings support this view.
- 3.8 Students' progress and achievement are excellent. Students make good progress in lessons. They are able to demonstrate good levels of knowledge, skill and understanding and to apply appropriate reasoning and problem solving techniques to practical issues. The college delivers externally examined qualifications, which are recognised nationally and internationally. Therefore, it benchmarks its results against the established norms for this type of qualification. Data on qualification success rates shows an average pass rate well above the national average.

#### **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 Arrangements to ensure the health, safety and security of both premises are excellent. All necessary measures are taken to reduce risk from fire and other hazards. The arrangements include very good provision for those who are ill or injured and for those with disabilities. A comprehensive and detailed health and safety policy, including a suitable written first aid policy, covers both premises appropriately. The policy sets out clearly the relevant measures that are taken to ensure both premises provide a safe environment. It includes extremely clear and detailed roles and responsibilities to ensure the policy is effectively implemented at both sites. Staff, students and visitors receive comprehensive information about health and safety and are very well aware of the main procedures and what to do in the event of an emergency.
- 4.3 Staff implement the policy on first aid very effectively. A sufficient number of well-stocked first aid boxes are appropriately sited and staff are well trained to handle any incidents effectively. All accidents are rigorously reported so that any necessary improvements to working practices and the premises are made.
- 4.4 Robust arrangements to ensure that levels of fire safety conform to legal requirements are effective and well managed. These are supported by appropriate and detailed policies and procedures. Fire risk assessments are carried out by external experts and the resulting actions and recommendations are rigorously followed up and monitored by senior managers to ensure compliance. Portable electronic items are regularly tested to ensure their safety. Signage throughout both premises is good and appropriate fire protection equipment is regularly maintained. Fire drills are appropriately recorded to ensure that all can leave the premises safely in an emergency. Therefore, the college provides a safe and welcoming environment for staff and students.
- 4.5 Both premises are purpose built and provide excellent, light and airy classroom spaces and specialist workshop facilities, which constitute an industry-standard learning resource. The college has newly occupied the main premises in Stockton-on-Tees since February 2016. This building provides more space than the previous premises and the owners have made a significant investment in the development of a state-of-the-art practical training facility containing new instrumentation rigs and training bays. As a result, learners benefit from being able to apply their knowledge and skills very effectively to real-life scenarios so that they are better prepared for the roles they will take up after their training.
- 4.6 Both premises are very well maintained and decorated to a high standard. Classrooms and other parts of the premises are tidy, clean and hygienic. Furniture and fittings are appropriately designed and fully meet the needs of the current students. Levels of lighting, heating, ventilation and sound insulation are very good.

Access to both premises allows all students, including those with severe mobility impairment, to enter and leave the premises in safety and comfort, including for emergency evacuations. Sufficient clean washrooms include facilities for those with special needs. Consequently, the premises in both locations provide an excellent environment in which to work and study.

- 4.7 Student registration and attendance records are accurate and effectively maintained. Policies and procedures are well implemented and effective for the current small number of learners, who apply to the college through their employers. Registration forms are completed by learners on the first day of the course. They are stored, as hard copies, in course folders and the information is transferred to an electronic spread sheet for record keeping purposes. Paper-based attendance registers are kept daily by the instructors and are stored in course files. The information from these is transferred to a simple electronic database at the end of the course for annual auditing.
- 4.8 Appropriate steps are taken to follow up on non-attendance. Learners are sponsored by their employers and are expected to successfully obtain the qualification. As a result, attendance levels are high. Although no students on Tier 4 visas are currently recruited, managers are aware of the Home Office requirements for monitoring and reporting on attendance for such students and effective procedures ensure these are met.
- 4.9 Fair and clear procedures for the collection and refund of fees and deposits are provided for students.
- 4.10 Pastoral support is good. Staff members provide appropriate personal support and guidance in accordance with the needs of the students. The comprehensive induction programme provides students with useful information about relevant key policies and procedures as well as the structure of their course of study and what is expected of them. As a result, they are fully aware of the intensive nature of the course, the associated workload and the awarding body's requirements for passing the qualification.
- 4.11 Students, some of whom may not have undertaken formal study for some time, receive appropriate personal and academic support, which is facilitated by the small class sizes. An open door policy and highly approachable staff ensure that learners can readily access the necessary additional support, advice and guidance. There is a very good relationship between staff and students and between the students themselves. An appropriate pastoral support policy clearly sets out the range of support available and includes a code of conduct to prevent incidences of bullying and harassment. Consequently, students feel safe and well supported within the college and are able to address any concerns to instructors or managers. Inspection findings confirm these views.
- 4.12 There is no published social programme. The students say that, due to the short duration and intensity of the courses, this is appropriate. However, suitable social events are organised if required. Enrolled students are in employment and

sponsored to attend the training by their employer. Nevertheless, relevant careers and further education guidance is available for those who request it. As a result, learners are able to make informed choices and be well prepared for their future jobs and employment.

## 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:
- Ensure all staff have annual appraisals which include clear performance objectives that are monitored.
  - Formalise the existing process of observing teaching and learning to ensure outcomes of observations including action points are recorded.
- 5.3 Good progress has been made in meeting the first recommendation. An appropriate formal performance appraisal process is in place. All staff are appraised annually. The process includes thorough self-appraisal, which encourages staff members to consider their own strengths and areas to improve. The outcomes are recorded and include performance targets and training and development actions, so that staff know what they need to do to improve. The performance targets are not sufficiently specific and measurable to facilitate effective monitoring and to ensure that improvements are made.
- 5.4 Good progress has been made against the second recommendation. Lesson observations are scheduled in advance, carried out regularly and recorded. Strengths, weaknesses and future action points are effectively identified and discussed with the instructor. Appropriate support is provided to instructors to help them to improve. However, there is no systematic follow-up to ensure that the support provided has had a positive impact on the quality of the teaching. The observations lack focus on students' learning and achievement, which limits their effectiveness in raising students' achievement in class.
- 5.5 Ownership and oversight are good. The owners have a clear vision for the future of the college, which is effectively shared with senior managers, with whom they have a highly supportive relationship. A relevant strategic development plan includes clear measurable targets and key performance indicators. The owners meet frequently with senior managers to up-date the plan and review the targets to ensure it reflects the reality of the business environment in which the college operates. They ensure that the college's financial management is robust and that suitable investment is made in the premises and educational resources, for the benefit of the students.
- 5.6 The leadership provides clear educational direction, as reflected in the quality of the education, students' achievement rates and the fulfilment of the college's aims. Senior managers are effective in securing, supporting and developing sufficient high quality staff and ensuring that they are suitably trained for their roles. All new instructors follow a structured mentoring programme before they teach a class on their own, in order to ensure the consistency of the delivery. They value this approach, which they consider to be helpful and supportive. Inspection findings

support this view. All staff have access to good training and development opportunities, which ensure they are able to carry out their roles effectively. Instructors are highly experienced. However, they are not specifically trained to use a variety of different teaching methods, particularly in theory sessions. This limits their ability to fully engage all students, in a small minority of lessons.

- 5.7 Quality assurance is good and consistent across both premises. Appropriate arrangements are in place to ensure the maintenance of the good quality of the provision and excellent student outcomes. Student feedback and achievement data is regularly obtained, analysed and used well to evaluate performance and set improvement targets. An effective centralised system of updating course materials ensures that the standard of the qualifications is consistently maintained at a high level and takes full account of awarding body and industry changes.
- 5.8 A clear communication strategy is effectively implemented. Senior managers, across both sites, hold regular meetings, which are fully documented, with resulting actions meticulously recorded and effectively monitored. All agreed actions are transferred to a business improvement log, which includes clear allocated responsibilities and completion dates. As a result, all staff know the college's priorities and work very effectively, as a team, to develop and improve the provision.
- 5.9 Thorough procedures for staff recruitment include relevant checks to confirm employees' identity and right to work in the UK.
- 5.10 The college promptly provided all the information required for the inspection and has made appropriate arrangements to make available the report of this inspection.

## 6. ACTIONS AND RECOMMENDATIONS

The 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 college should:

- Improve the system of teaching observations so that, where weaknesses have been identified and support is provided, appropriate follow-up is carried out to ensure improvements are made.
- Ensure that all instructors are trained in and have opportunities to practice the use of varied teaching methods, in order to improve the quality of teaching and learning.
- Improve the performance targets, from staff appraisals, so that they are sufficiently specific and measurable to ensure effective monitoring.
- Extend the lesson observation content to include a strong focus on students' learning and achievement, so that instructors know how to improve their teaching for the benefit of students.

## 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 one of the proprietors. 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

Ms Diana Morriss	Lead Inspector
Ms Sue Martin	Team Inspector
Ms Linda Ross	Team Inspector
Mr Tim Miller	Team Inspector