



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

MONITORING VISIT

INTERNATIONAL SCHOOL OF CREATIVE ARTS

(Company registration no. - 6645686)

Full Name	International School of Creative Arts
Address	Framework Road, Buckinghamshire, SL2 4QS
Telephone Number	01753 208820
Email Address	enquiries@isca.uk.com
Website	www.isca.uk.com
Principal	Mr Colin Kerrigan
Proprietor	Mr Yukio Sato
Age Range	16+
Total number of students	45
Numbers by age and type of study	16-18 45 18+: 0 FE only: 34 EFL and FE: 11
Inspection date	05 June 2018

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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	7
6 ACTIONS AND RECOMMENDATIONS	9
INSPECTION EVIDENCE	10

1. CHARACTERISTICS AND CONTEXT

- 1.1 International School of Creative Arts (ISCA) was established in 2009 in association with University of Arts London. The school is now a fully independent centre for pre-university study in art and design. The governing body consists of four people one of whom is the proprietor and another of which is the education director of the school. The aim of the school is to be at the forefront of pre-university studies in art and design and equip students, from diverse cultural backgrounds, with the necessary technical and intellectual skills to progress to leading international creative arts universities in both the United Kingdom (UK) and overseas. The school is located in a large rural campus between Slough and Gerrards Cross in Buckinghamshire. The campus is owned by and shared with the Teikyo Foundation. Students have access to shared facilities including a swimming pool, sports hall, refectory and boarding accommodation.
- 1.2 The school offers students' access to the Central St. Martins (CSM) Creative Learning and Skills Programme (CLASP) and the Foundation Plus (FAD PLUS) on successful completion of their studies. In addition, the school offers A' level courses in fine art, graphic communication, textile design, 3D design, critical and contextual studies, mathematics and General Certificate of Secondary Education (GCSE) courses in art and design. The school also offers level three diploma courses in fashion portfolio, 3D design portfolio, graphic design portfolio and fine arts portfolio accredited by OTHM. English language courses offered by the school, include, the International English Testing Systems (IELTS) preparation and Trinity College examination preparation programmes.
- 1.3 At the time of the inspection there were 45 students enrolled, all of whom are under 18 years old. The large majority are female and most students come from the Far East. The majority of students do not have English as their first language. A minority of students are identified as needing additional support with English to supplement their studies and a small minority are identified as having additional learning needs. Selection is based on the entry requirements for the course, students' academic qualifications and an appropriate level of English language.
- 1.4 The school was last inspected on 1-3 June 2016 when it met all Key Standards and the quality of education was judged to exceed expectations. The recommendation from the previous report is:
- Strengthen the collection of students' views so that all students feel involved, and use the feedback to make improvements.

2. SUMMARY OF FINDINGS

- 2.1 **The school exceeds expectations.** At the previous inspection of 1–3 June 2016 the school was found to exceed 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 excellent. The school has a clearly stated educational purpose which is effectively supported by highly focussed schemes of work and lesson plans. Courses are well designed and meet the needs of individual students and enable them to make very good progress. Courses meet the definition of an approved qualification for Tier 4 visa students as set out in the Home Office guidelines. Appropriate support is given to students with additional learning or language needs. Teaching is excellent and focuses clearly on the academic and career needs of individual students. Lessons are well planned and use a wide variety of strategies to successfully engage students. Teachers are extremely well qualified and experienced in their subject areas. Assessment of students work is rigorous and accurately linked to external benchmarks. It is thorough and used effectively to guide teaching and learning. Consequently students progress extremely well and reach high levels of achievements based on their starting levels and length of course.
- 2.3 Students' welfare, including health and safety, is excellent. A comprehensive range of policies and procedures for health and safety are in place and successfully implemented. The school's buildings are of a high standard, fit-for-purpose and maintained well with regard to the health and safety of students and staff. All parts of the school are well decorated, well maintained and are kept clean and hygienic. Furniture and fittings are of a good quality and highly appropriate to the subject matter being taught and to the age and needs of all students registered at the school. Lighting is excellent, particularly in the studios. The school keeps accurate records of admissions and attendance. Appropriate procedures are in place to inform the Home Office of concerns regarding Tier 4 visa students should that be necessary. Pastoral care is excellent. Effective systems to ensure student welfare are in place and well managed. Students report that they are very pleased with the support they receive for their personal needs. Careers advice is outstanding and is given from the admission stage. The school successfully identifies the students' professional goals and supports these with accurate advice regarding the students' aptitude for the art and design industry. Consequently, all students in 2017 progressed to prestigious universities in the UK and overseas. Safeguarding is excellent. All statutory regulations with regard to safeguarding are met.
- 2.4 The effectiveness of governance, leadership and management is excellent. The leadership of the school provides very clear educational direction. Excellent relationships exist between the education director, senior staff and the proprietor. Quality assurance is excellent and managers use a wide range of accurate data to successfully prioritise the school's needs and to effectively monitor plans to meet those needs. However, a more robust formal process could be put in place to monitor the effectiveness of management decisions on strategies suggested by the

student forum. Consequently, a small minority of students feel their views are not being listened to. Staff appraisal including lesson observation is highly valued by the staff and used well to improve the provision. Procedures for staff recruitment are rigorous. All required checks are completed prior to the appointment of staff and accurate records are kept. The school website is comprehensive and provides accurate information regarding the courses on offer at the school.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The school has a clear statement of educational purpose which is well supported by schemes of work and lesson plans. Course provision is excellent. Courses are specifically designed each year to effectively meet the needs of individual students enrolled on those courses. They are appropriate for the ages, aptitudes and capabilities of students and enable students to learn successfully and make excellent progress. Courses meet the definition of an approved qualification for Tier 4 visa students, as set out in Home Office guidelines.
- 3.3 Excellent support is given in using Standard English. This is embedded in all schemes of work and lesson plans and contributes effectively to the successful progress of students who do not have English as their first language. Those students who have been identified as having additional learning needs benefit greatly from being able to access the curriculum due to the highly differentiated schemes of work and lesson plans.
- 3.4 Teaching is excellent and enables students to make high levels of progress according to their skills and abilities. Teaching is extremely well planned and clearly focused on individual student's professional goals and ambitions. A wide range of teaching methods are used which effectively engage students' interest and are very successful in promoting a highly student centred approach to learning. Class time is very well managed and students are encouraged to manage their own time in keeping with skills they will need to be successful in the art and design industry. Tutors are highly qualified and very well experienced in the industry. Most tutors are working professionals in their own right.
- 3.5 Assessment of students work is very thorough and used effectively to plan teaching and inform students how they can improve and make progress. Overall, students make excellent progress. Students reach very high levels of attainment based on their starting points and the length of their course.
- 3.6 All courses are externally accredited by well established agencies such as OTHM, Oxford Cambridge, Royal Society of Arts (OCR) and Pearson Edexcel.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 The school buildings are of a high standard, fit for purpose and very well maintained. Comprehensive and detailed policies and procedures are in place and ensure that the health and safety of students and staff are effectively managed, and all of the schools premises secure. Furniture and fittings are appropriately designed for their purpose and appropriate for the age and needs of all currently enrolled students. All parts of the school are kept in a tidy, clean and hygienic state. Lighting, heating, sound insulation and ventilation are excellent. The lighting in the studios is particularly excellent. The school is well decorated throughout.
- 4.3 Admissions and attendance registers are accurate and regularly updated. There are appropriate procedures in place to inform the Home Office of concerns regarding Tier 4 visa students should that be necessary.
- 4.4 Pastoral care is excellent. There are effective systems in place to ensure that students receive prompt and effective support. These systems are well managed so as to ensure accurate information is shared effectively. Students report that they appreciate the high quality of care they receive on personal issues. However, a minority of students feel their views are not listened to.
- 4.5 Careers advice is outstanding and accurately focussed on the needs of the art and design industry. From the application stage students are monitored and advised in keeping with the school mission statement of enabling students to progress successfully to university level work. As a consequence of this, all students progressed in 2017 to prestigious art and design universities in the UK and overseas.
- 4.6 Safeguarding is excellent. All statutory regulations with regard to safeguarding are met. An appropriate policy is in place, regularly reviewed and effectively monitored and adhered to throughout the school. The policy and procedures are well understood by staff who know who to contact should they have cause for concern. The designated safeguarding person (DSP) is appropriately trained and well known within the school community. All staff have received appropriate training.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Strengthen the collection of students' views so that all students feel involved, and use the feedback to make improvements.
- 5.3 Satisfactory progress has been made against the recommendation. First year students are encouraged to attend the students' forum and the attendance rate has improved. The minutes of this forum are now published. A termly questionnaire has been introduced which is analysed and any issues discussed at pastoral team meetings. Students now elect a group of representatives to represent their views to management. However, the formal monitoring of the impact these new protocols may be having could be further strengthened, as a minority of students still feel that their views are not being listened to.
- 5.4 The leadership of the school excellent and provides clear educational direction, as reflected in the quality of education, the care of students and the fulfilment of the school's aims and ethos. There is an effective relationship between the principal, senior staff and the proprietor. Accurate information is shared effectively through a network of management and staff meetings. Detailed minutes are kept of all meetings.
- 5.5 Quality assurance is excellent. Highly appropriate mechanisms are in place, which lead to the improvement of the students' quality of educational experience. Accurate data is generated and appropriately shared through an effective network of staff meetings. This data is well used to identify strengths and areas for improvement in the school. The impact of any decisions is closely monitored to evaluate the impact on learning of these decisions. Consequently, decisions are implemented very successfully and modified appropriately if necessary.
- 5.6 Procedures for staff appraisal, including lesson observations are excellent. Information gathered through staff appraisal is effectively used to improve teaching and learning. Tutors see this programme as highly useful and supportive. They appreciate the well focussed continual professional development (CPD) which the process generates.
- 5.7 Staff recruitment is excellent. The process is transparent and complies with all current requirements and regulations. There is an accurate single central register (SCR) which is updated regularly. Prior to confirmation of appointment of all staff, appropriate checks are completed to confirm their identity and right to work in the UK. References and qualifications are confirmed appropriately.

- 5.8 All required information is accurately provided on the school's website. Accurate details regarding the courses on offer are also provided on the website.
- 5.9 The school complied with all requests for information in connection with the inspection.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- Monitor the impact of action plans put in place in response to student forum suggestions and use the data to evaluate the effectiveness of such actions in meeting students' demands.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the governors and observed attendance being registered at the beginning of classes. 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

Ms Mareve Kilbride-Newman	Lead Inspector
Mr Saul Hyman	Team Inspector