



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

**EXTENDED MONITORING VISIT**

**RAY COCHRANE BEAUTY SCHOOL**

Full Name	<b>Ray Cochrane Beauty School</b>
Address	118 Baker Street, London W1U 6TT
Telephone Number	020 7486 6291
Email Address	email@raycochrane.co.uk
Website	www.raycochrane.co.uk
Principal	Miss Baljeet Suri
Directors	Mr Xiubin Yuan Miss Baljeet Suri
Age Range	18+
Total number of students	16
Numbers by age and type of study	18+: 16 FE only: 16
Inspection date	<b>11 March 2014</b>

## 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 Ray Cochrane Beauty School is a privately owned college providing beauty therapy training courses. It is located in central London and has occupied the same premises since it was established in 1954. It therefore has a history of providing beauty therapy training for international students for the last 50 years. A new director joined the organisation as proprietor approximately two months before the date of the inspection. The principal is also a director. The aims of the school are to continue to maintain the ideals of the past through an ethos of high standards of professional conduct and training. It plans to remain small, running no more than two groups at any time.
- 1.2 The school provides part-time and full-time international beauty therapy qualifications. At the time of the inspection there were 16 students enrolled. The school recruits students from many countries. The majority of the current students come from the European Union, with others coming from Japan and the United States. All students, except for those from the USA, speak English as an additional language. Students are recruited in September and January each year. The minimum age for students is 18 years and the current students are aged between 18 and 45. The school only recruits female students. No student has been identified as having special educational needs and/or disabilities.
- 1.3 Most students are recruited directly and make online applications through the school's website. Students are interviewed prior to selection or on arrival, and take a placement test to assess their prior knowledge and English language skills.
- 1.4 This inspection took the form of an extended monitoring visit due to the appointment of a new proprietor. As a result, Section 5 of the Framework will be covered in detail (the effectiveness of governance, leadership and management).
- 1.5 The school was last inspected on 26 to 28 February 2013 and was found to meet expectations. The recommendations from the previous report are:
- Develop and implement a robust internal quality assurance system which incorporates the views of students and regular formal staff teaching observations.
  - Develop a system for regular review of existing school documentation, policies and procedures, ensuring that they are up-to-date, fit for purpose and fully implemented.
  - Introduce an enhanced social programme for students to support their cultural understanding of the UK.
  - Ensure staff first aid training is current and valid.

## 2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 26 to 28 February 2013 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 excellent. Course provision is good. The internationally recognised qualifications meet students' needs and career aspirations. The curriculum is well organised and provides significant opportunities for theory teaching and practice of skills. Teaching is excellent and students make very good progress. Lessons are well planned and students are motivated and involved in their learning. They quickly learn to work independently in developing their knowledge and skills. Student achievement is outstanding. Over the last three years all students have successfully achieved the qualification they were aiming for.
- 2.3 Students' welfare, including health and safety, is good. Health and safety are well managed. The school recognises the importance of a safe environment and safe practices; staff and students understand safety procedures well. Emergency procedures and signage are good in communal areas, but there are no emergency signs in classrooms. Good progress has been made in ensuring that the training of the first aider is valid. As there is only one trained member of staff, first aid coverage may be insufficient on occasions. The premises are satisfactory and secure. Admission and attendance registers are accurate. Attendance monitoring is good, resulting in high levels of attendance. Pastoral care is good; students appreciate the level of support they receive on academic and personal matters. Good progress has been made in strengthening the programme of social activities. These contribute effectively to students' learning experience while they are at the school.
- 2.4 The effectiveness of governance, leadership and management is good. The recent change in the school's ownership has strengthened governance and management significantly. The new proprietor works effectively with the principal, who is also a director. They have a shared understanding of the educational direction of the school, which is communicated clearly to other staff. Management and leadership are effective. Good progress has been made against the recommendation from the previous inspection to strengthen quality assurance. Student feedback is collected regularly and the school is responsive to students' views. Lesson observations are undertaken systematically and these encourage the improvement of teaching and learning. Student achievements are recorded. As a result, managers are aware of most of the school's strengths and areas for improvement. However, this evidence is not used systematically and self-evaluation and action planning are under-developed. Policies and procedures are appropriate and current. Good progress has been made through the recent introduction of a timetable for the review of such documentation, as recommended in the previous inspection.

### **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 Course provision is good. Internationally recognised qualifications are offered which meet the needs and career objectives of the students. The curriculum is well planned, with clear schemes of work and lesson plans which meet external awarding body requirements. The students' timetable provides very good opportunities for theory teaching, demonstrations and practice. Treatment sessions simulate the work of a beauty salon, with students taking bookings, meeting and practising on clients, with good levels of supervision by teachers. Courses lead to qualifications which meet Home Office requirements for Tier 4 students.
- 3.3 Teaching and learning are excellent. Teachers have very good subject knowledge and experience in the beauty therapy sector. Lessons are planned well to motivate and involve students in their learning, using an appropriate range of teaching methods effectively. Students make very good progress and demonstrate excellent levels of achievement. During practical sessions they are fully absorbed in the activities and work independently, requiring little supervision. Teaching is well structured, planned to meet the needs of individuals and linked to prior learning.
- 3.4 Students' progress is regularly reviewed, with feedback given and recorded. Their overall standards of work are monitored on a regular basis, after which formal one-to-one meetings identify strengths and areas for improvement, with targets to be met. Feedback is given to every student on a daily basis by the course tutor and recorded on daily progress charts.
- 3.5 Students' progress and achievement are outstanding. Lessons are planned based on how well students have learnt from previous sessions. If a topic has not been fully understood by the students, these aspects are repeated during the following lesson. Regular testing and practice examinations, as well as scheduled time to practise developing skills, contribute to the very high success rate achieved in external examinations.
- 3.6 Examination results are well documented by the school. Over the last three years all students have completed their courses successfully, with no students leaving a course early and all achieving the qualification they were aiming for. This 100 per cent achievement rate is exceptional. The large majority of students achieve high grade passes.

#### 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 recommendations in this area from the previous inspection report are:
- Ensure staff first aid training is current and valid.
  - Introduce an enhanced social programme for students to support their cultural understanding of the UK.
- 4.3 Good progress has been made against the first recommendation. First aid arrangements are clear and students are aware of them. The first aider has renewed her training so that it is now current and valid. There is only one trained first aider, which may provide insufficient coverage on occasions.
- 4.4 Good progress has also been made against the second recommendation. There is a well-established programme of social activities. This has been strengthened by additional activities, and the collection of student feedback on each event. Students are encouraged to identify and organise additional events. A variety of activities are planned, including a number aimed at developing students' cultural understanding and others based upon strengthening social networks. Students speak positively about the opportunities provided by this programme, which contributes to their learning experience.
- 4.5 Arrangements for health and safety are comprehensive and well managed. Policies and procedures are clear. Given the practical applications and equipment involved in beauty therapy training, the school places an appropriately strong emphasis on a safe environment and safe working practices. These are known to staff and students and are consistently implemented. Fire and emergency procedures are effective and health and safety issues are monitored closely through annual full risk assessments, which are acted upon where necessary. Signage in communal areas is good, but there are no signs confirming emergency procedures in classrooms.
- 4.6 The premises are satisfactory, with a good level of security. As a result, the school provides a safe and secure place for students and staff to study and work. Students reported that they would like more modern machines for practice purposes and a dedicated student space. Inspectors reviewed the equipment available for practice. Their judgment was that equipment is plentiful, fit for purpose and in good working order.
- 4.7 Admission and attendance records are accurate and well maintained. Attendance monitoring is good, with all unauthorised absences followed up immediately. Students understand the need for good attendance and punctuality, and levels of attendance are high. Procedures are in place for reporting to the Home Office where necessary.



- 4.8 Pastoral care is good. Students interviewed were generally very positive about the provision offered. They report that the school is responsive to their personal needs and that staff are always available to provide support when needed. In particular, they appreciate the regular one-to-one support they receive for academic and personal issues, and the continuous feedback provided by teachers. Inspection findings confirm that levels of support for students are high.

## 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 and implement a robust internal quality assurance system which incorporates the views of students and regular formal staff teaching observations.
  - Develop a system for regular review of existing school documentation, policies and procedures, ensuring that they are up-to-date, fit for purpose and fully implemented.
- 5.3 Good progress has been made against the first recommendation. Quality assurance is good. Student feedback is collected regularly and recorded; students are encouraged to tell the school about any concerns or issues. There is good evidence of the school responding to such feedback where appropriate. Lesson observations are also undertaken systematically, with detailed feedback recorded and shared amongst teachers. Data on student achievement is recorded clearly. As a result, managers are aware of many of the school's strengths and areas for improvement, and managers have developed some significant plans to enhance the curriculum for students. The evidence available to the school is not reported on systematically. Self-evaluation is under-developed and does not always result in clear action plans for quality improvement.
- 5.4 Good progress has also been made against the second recommendation to review policies and procedures to ensure they are current and fit for purpose. Policies and procedures are current and appropriate for the school; they are regularly reviewed against an annual timetable.
- 5.5 Oversight of the school is strong. Governance has changed since the previous inspection. A new director has taken over as proprietor. He is also one of the senior managers, as finance and resource director with additional responsibilities for recruitment. The principal is also a director. As both directors are also senior managers, they are fully involved in all strategic and operational matters. They work together effectively and their respective roles are understood.
- 5.6 The directors fulfil their responsibilities for welfare, health and safety through effective policies and procedures, and are aware of the need to monitor the school's performance. All appropriate legal permissions for the school to operate are in place. The proprietor has a clear commitment to the continuing success of the school through improving quality. Working in collaboration with the principal, he has introduced a number of new developments during 2014. These include obtaining centre approval from a new awarding body in order to accredit short courses and modules delivered by the school, and advanced plans for refurbishing a

salon to allow the application of modern beauty treatments in a contemporary setting.

- 5.7 Leadership and management are good and provide good levels of staffing, enhanced recently by the presence of the new director. Communication amongst staff is effective. The educational direction of the school is clear and understood by all staff. This is helped by regular meetings which involve all staff, including the proprietor and the principal.
- 5.8 The school's website contains a good range of information for students and prospective students.

## **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:

- Increase the number of trained first aiders to ensure sufficient coverage throughout the week.
- Improve health and safety arrangements by providing signs explaining emergency procedures in each classroom.
- Maintain a focus on quality improvement by developing a more systematic approach to self-evaluation and action planning.

## 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 proprietor, and attended registration sessions. The inspectors examined regulatory documentation made available by the school.

### Inspectors

Mr Neil Haynes	Lead Inspector
Ms Margaret Arokiasamy	Team Inspector