



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

MONITORING VISIT

ANGLO SKILLS COLLEGE

(Company Registration Number - 05369699)

Full Name **Anglo Skills College**

Address Suite 2D The Hub, 40 Friar Lane, Nottingham NG1 6DQ

Company name Anglo Skills College Ltd

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Website www.angloskillscollege.co.uk

Principal Mr Farooq Mir

Proprietor Mr Farooq Mir
Mrs Firdouse Mir

Age Range 18+

Total number of students 9

Numbers by age and type of

18+:	9
EFL only:	5
FE only:	4

Inspection date **26 January 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.

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 Anglo Skills College was established in 2010. It is located in the centre of Nottingham and is a private limited company with two directors, one of whom is also the principal. Its aim is to establish strong academic foundations, achieve outstanding examination results and engender a mature and independent attitude vital for taking advantage of life's opportunities.
- 1.2 The college offers a range of courses including general English language courses and vocational courses in business, management and social and personal care. At the time of the inspection students were attending two courses: a part-time general English course, and a full-time Higher National Certificate (HNC) in business studies. The college recruits students aged 18 years or more.
- 1.3 There are nine students currently enrolled, aged between 18 and 40. Six students are female and three are male. No students speak English as a first language. They originate from a range of nations, with most students coming from Europe and the Middle East.
- 1.4 Students apply directly to the college and are accepted following an interview and after validating their qualifications, including English test results. At the time of the visit there were no students identified as having special educational needs or disabilities (SEND).
- 1.5 The school was previously inspected on 23 to 25 September 2014 when it met all Key Standards and the quality of education met expectations.
- 1.6 The recommendations from the previous report are:
 - Implement a formal lesson observation policy that takes account of the impact of teaching on learning and achievement.
 - Link the outcomes of lesson observations to staff appraisal and continuous professional development.
 - Ensure the college development plan provides focused aims with interim targets to measure progress.
 - Ensure classroom furniture does not inhibit teaching activities.
 - Use the virtual learning environment to support classroom learning.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 23 to 25 September 2014 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 thorough and effective in selecting students for appropriate courses. The curriculum is well managed. Courses meet students' needs and most students successfully complete their course. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching and learning are satisfactory. All lessons are well planned and teachers are knowledgeable and well qualified. In the majority of lessons teachers use effective teaching methods to actively involve students in learning. As a result students enjoy learning, are well motivated and make good progress. In other lessons students are less involved or engaged in learning, and teachers do not regularly check learning. Students make progress but are less motivated. The college has reorganised classroom furniture successfully, and it can now be arranged to suit a range of teaching activities. The virtual learning environment (VLE) has been relaunched recently. Staff and students are starting to use this effectively to support teaching and learning. The assessment of students' work is thorough and provides effective feedback. Students' progress and attainment are good.
- 2.3 Students' welfare, including health and safety, is good. The college is a safe and secure place, with good management of all aspects of health and safety. The premises are of a good quality, suitable for courses offered and well maintained. Student admission and attendance records are accurate. They are managed and monitored systematically; the monitoring of attendance results in very good student attendance rates. Appropriate procedures are in place for reporting to the Home Office if Tier 4 students do not comply with their regulations. Pastoral care is good. Students know that staff are always available to provide advice and support. Effective induction helps students to settle in to the college quickly.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight are strong. Both directors are senior managers in the college. They monitor its performance closely, ensure that it is sufficiently resourced and appoint high quality staff. Leadership and management are good, supported by effective communication between staff. Policies and procedures are clear, regularly reviewed and well implemented. Quality assurance is good, with a clear focus on continuous improvement. Self-evaluation is thorough and identifies realistic strengths and areas for development. The college's development plan responds appropriately to most areas for development through clear actions for improvement, but these do not include target dates for completion. Lesson observation procedures are effective with a clear focus on improving teaching and learning. The outcomes of lesson observations are used well in staff appraisals and in identifying training needs, but in a minority of lesson observations the resulting development targets are insufficiently specific. Staff selection is good, with all appropriate suitability checks undertaken.

when appointing new staff. However, these are not summarised in a single central record.

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:
- Ensure classroom furniture does not inhibit teaching activities.
 - Use the virtual learning environment to support classroom learning.
- 3.3 Very good progress has been made against the first recommendation. The furniture in each classroom has been reorganised and much of it has been replaced with new furniture. Classroom furniture is now flexible and can easily be rearranged to suit a range of teaching activities.
- 3.4 Good progress has been made against the second recommendation. The college has reviewed the use of its VLE. It has relaunched this and all staff and students have been trained in its use. They have access to course materials through the college website. Staff have started to share resources and planning documents, and students are now using the additional learning materials this provides. The VLE has only recently been relaunched, but students and staff speak highly of the benefits it is providing in supporting teaching and learning.
- 3.5 Initial assessment on arrival is good. The college undertakes a thorough assessment of students before they commence study, and as a result students are placed on appropriate courses which meet their needs.
- 3.6 Course provision is well organised and information available to students about their courses is clear and accurate. The curriculum is well planned, with appropriate lesson plans and schemes of work which are effective in supporting student progress and attainment. Courses enable all students to learn and make good progress, and the large majority of students complete their courses successfully. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. All students on courses resulting in external qualifications are registered with the appropriate awarding body shortly after starting their course
- 3.7 The quality of teaching and learning is satisfactory. Teachers are knowledgeable and well qualified. All lessons are well planned and teachers are thorough in their preparation of learning materials. In the majority of lessons teachers use a range of effective teaching methods to enable students to acquire new knowledge and progress according to their ability. In these lessons teachers use effective strategies to involve all students effectively in learning. As a result students enjoy lessons, are highly motivated and engaged, and learn effectively. In other lessons students are less engaged in learning. Teaching strategies are well planned but do not encourage students to be fully involved. In these lessons there is insufficient checking of knowledge and understanding. Students make progress but are less well motivated.

- 3.8 Assessment of student's work is good. On accredited courses it is rigorous, timely and effective. Feedback from assessment is well documented and identifies what the student has done well and what needs to be done to improve. Improvements made by students in their re-submitted work demonstrate the effectiveness of the feedback given to students. Assessment of non-accredited work is informal and mostly verbal. Student value the feedback they receive and confirm that it helps them to improve.
- 3.9 Progress and attainment are good. The majority of students progress to higher level courses and demonstrate good levels of attainment. Achievement rates on accredited courses are good, and students on non-accredited courses are successful in achieving their personal targets.

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 management of health and safety is good. Related policies and procedures are clear, well understood and fully implemented. Staff and students are provided with clear information about health and safety issues, including emergency procedures, in their inductions and handbooks. Risk assessments are undertaken regularly and actions identified are responded to rapidly.
- 4.3 First aid provision is good, with sufficient trained first aiders, and appropriate information on support available. Fire and emergency evacuation procedures are clear and well publicised. Emergency signs are sufficient and appropriately placed in the building.
- 4.4 The premises are of a good quality and well maintained. Accommodation is clean, well ventilated and light. The premises are suitable for the courses offered and secure. The monitoring of safety and building maintenance issues is systematic. The college provides a safe, comfortable and secure place to study and work.
- 4.5 Student admission and attendance records are well managed and accurate. Admission procedures are thorough and systematic. Attendance is very well monitored and students are informed of the attendance requirements during induction. As a result attendance rates are very good. There are appropriate reporting procedures in place if Tier 4 visa students do not meet Home Office attendance and completion requirements.
- 4.6 Pastoral support for students is good. The college has good links with external organisations to provide support to students where necessary, including health care and accommodation organisations. Induction is effective; it enables students to settle in to the college and the local area quickly and understand their rights and responsibilities as learners. Students know who to contact over personal issues and speak highly of the accessibility, care and support that staff provide. Students speak positively about the monthly advice and guidance sessions concerning progression to employment and higher education. These help them to make informed decisions about their future.

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:
- Implement a formal lesson observation policy that takes account of the impact of teaching on learning and achievement.
 - Link the outcomes of lesson observations to staff appraisal and continuous professional development.
 - Ensure the college development plan provides focused aims with interim targets to measure progress.
- 5.3 Good progress has been made against the first recommendation. Clear lesson observation procedures have been introduced which have resulted in very regular observations of all teachers, with a clear focus on improving teaching and learning. After observations, feedback is supportive and appreciated by teachers. Until recently the resulting personal development targets have been insufficiently detailed or specific. However, a new system which identifies specific training needs has been introduced, but not yet applied to all observations.
- 5.4 Progress against the second recommendation is good. The outcomes of lesson observations are used effectively to inform staff appraisals of teachers. Appraisals now result in clear personal targets, including the identification of future training needs. Most training undertaken is externally organised; in-house training and sharing good practice between staff is limited.
- 5.5 Satisfactory progress has been made against the third recommendation. Managers demonstrate a commitment to quality improvement. Self-evaluation is thorough and results in clear strengths and areas for development. The development plan responds to most of the areas for development identified with clear actions for improvement or change, but target dates for their completion are not identified.
- 5.6 Ownership and oversight are strong. Both directors are also active senior managers and therefore they are fully involved in monitoring the college's performance and identifying areas for improvement. They ensure that the college is well resourced and they secure high quality well-qualified staff. The educational direction of the college is clear and is well understood by all staff.
- 5.7 Leadership and management are good. Policies and procedures are comprehensive. They are implemented effectively, monitored closely and reviewed regularly. Communication within the college is very good, with regular meetings of most staff which result in clear actions. All staff are involved in discussions about college developments, and are encouraged to provide regular feedback.

- 5.8 Quality assurance is good. Student feedback is collected and analysed regularly, and key issues are shared with appropriate staff. Students confirm that the college gives them opportunities to express their views and is responsive, and there are a number of examples of college improvements or changes resulting directly from student feedback. Student achievement data for students on accredited courses are recorded, reported on and discussed regularly.
- 5.9 Staff selection and recruitment is good, with all necessary suitability checks carried out for new staff appointments. However, these checks are not currently summarised in a single central record.
- 5.10 Information on the college website and in its prospectus is clear and accurate. The college was very helpful in providing inspectors with detailed information before and during the 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:

- Share good practice within the college in order to improve all teaching and learning.
- Incorporate target completion dates into actions for improvement identified in the development plan.
- Develop a single central record to summarise suitability checks for new staff appointments.
- Fully implement the new system for identifying specific development targets after a lesson observation.

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

Inspectors

Mr Neil Haynes	Lead Inspector
Mrs Linda Ross	Team Inspector