



**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 Limited

Telephone Number 01159 483339

Email Address admin@angloskillscollege.co.uk

Website www.angloskillscollege.co.uk

Principal Mr Farooq Mir

Proprietor Mr Farooq Mir
Mrs Firdouse Mir

Age Range 18+

Total number of students 18

Numbers by age and type of study EFL only: 7
FE only: 11

Inspection date **28 February 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 Anglo Skills College was established in 2010 as a private company limited by shares, located in the centre of Nottingham. It has 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 in its students.
- 1.2 The college offers a range of courses including general English language, preparation for the International English Language Testing System (IELTS), and vocational courses in business, management and childcare. Since the last inspection the college has started to run childcare and business studies courses at Level 3. At the time of the inspection all courses were running, although only teaching on a part-time general English course and a full-time Higher National Diploma (HND) in business took place during the visit. The college only recruits students aged 18 years or over.
- 1.3 There are 18 students currently enrolled, of whom 13 are female and five are male. Four students are British, with the remainder originating from the European Union (EU), Middle East and China. The large majority of students do not have English as a first language. There are two students studying on a Tier 4 visa and two with refugee status.
- 1.4 Students apply directly to the college and are accepted after an interview and the validation of their qualifications, including results of English tests. Enrolment on English courses is continuous with a weekly intake. No current students have been identified as having additional learning needs.
- 1.5 The college was previously inspected on 26 January 2016 when it met all Key Standards and the quality of education met expectations.
- 1.6 The recommendations from the previous report are:
 - 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.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 26 January 2016 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 ensures that students are placed on the most appropriate programme for their needs. The curriculum is well managed and enables all students to make good progress. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching and its impact on learning are good. Knowledgeable teachers plan their lessons well and provide a good range of teaching methods in the majority of lessons to engage all students effectively and promote interactive learning. In the small minority of less effective lessons the use of resources is limited and levels of student interaction are lower. Teachers provide relevant examples to link theory to practice and develop students' understanding. Teachers manage classes well, ensuring that they meet the learning needs of all students and correct errors during class activities. Students learn well and demonstrate good levels of achievement during their lessons. The feedback provided on formative assessments is timely, developmental and helpful in informing students of what they need to do to improve. Students' progress and attainment are good.
- 2.3 Students' welfare, including health and safety, is good. The college provides a safe and secure environment in suitable premises which are well maintained. Managers provide good oversight of health and safety, which is underpinned by clear policies and procedures. Fire safety is satisfactory. Safety equipment and systems are checked systematically and regular recorded fire drills take place. Emergency evacuation procedures are communicated well and understood by staff and students. Evacuation routes are well signed within college premises, but are unclear in common areas which are the landlord's responsibility. Visitors to the college are not provided with instructions for emergency evacuations. Student admission and attendance records are accurate. Attendance is monitored systematically and appropriate action taken for unauthorised absences. Appropriate processes are in place to comply with Home Office requirements for students on Tier 4 visas. Pastoral care for students is good and welfare staff provide them with effective personal support and advice.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight are strong, as both directors play an active senior role within the college. They identify areas for development and ensure the appointment of sufficient high-quality staff through robust standardised procedures. A single central record summarises appropriate suitability checks for new staff appointments. Leadership and management are good, with effective regular formal and informal communication between staff. Quality assurance processes are effective and result in improvement. The college's self-evaluation and the development plan include goals for the year and the progress made towards achieving these, but do not

include an action plan or specific target dates for completion of outstanding tasks. Lesson observations include student and teacher evaluations and specify targets for improvement. Opportunities for the sharing of good practice between all teachers is currently limited to formal meetings, as peer observations only take place for new teachers. There is a clear complaints procedure which is understood by students and the college takes effective and appropriate action in response to students' concerns.

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 There are effective arrangements in place for initial assessment which ensure that all students are placed on the appropriate course to suit their needs, ability and progression plans. The initial assessment also identifies the individual support which each student requires, which is then discussed with the student in a one to one tutorial to agree specific learning targets. Students on a Tier 4 visa are provided with additional English language support if required.
- 3.3 The range of courses offered by the college is well managed and supported by appropriate schemes of work and lesson plans. Courses meet students' needs and enable them to make good progress. Students are provided with clear and accurate information about their course. The programmes on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.4 The quality of teaching is good and students learn well in all their lessons. Teachers use their subject knowledge and understanding effectively to plan interesting lessons and engage the students in the topic. In lessons where teaching is excellent, teachers use a range of innovative methods to motivate all students and encourage high levels of interactive learning. In the small minority of less effective lessons, teachers make limited use of resources and present information to students without engaging them fully in relevant discussion.
- 3.5 Teachers provide relevant examples to help students link theory to practice and develop a deeper understanding of the topic. Teaching is differentiated to meet the students' needs and teachers regularly check students' understanding and correct any errors. Classroom management is effective and a professional supportive relationship is in place, which enables all students to express their views.
- 3.6 In the majority of lessons, students make good progress and develop their skills and understanding well through interactive class activities. They learn well, enjoy their classes and develop self-confidence through enthusiastic participation in their group work and class discussions. Higher level students are eager to take responsibility for their own learning. Students receive helpful and timely written developmental feedback on their formative assessments that tells them what they need to do to improve further, and teachers make good use of this information when planning their teaching.
- 3.7 Progress and attainment are good. The progress that students are making through their course is reviewed regularly by tutors and agreed areas for improvement are recorded. Students on non-accredited courses successfully achieve their learning targets. The vast majority of students progress to higher level courses and pass rates on accredited courses are high.

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. Clear policies ensure that staff understand their roles and responsibilities. Managers provide good oversight, maintain appropriate records and manage procedures well. Staff and students are well informed about health and safety policies and precautions through their handbooks, which are also available on the college website. Risk assessments are in place and implemented appropriately. Students report that they feel safe.
- 4.3 Arrangements to ensure fire safety are satisfactory. Emergency alarms, fire safety equipment and electrical appliances are tested regularly. The college ensures a good level of signage for emergency evacuation routes within the premises it manages itself. Emergency evacuations are explained to students during induction and regular recorded fire drills are held, although not all students have participated in these.
- 4.4 There is an appropriate fire risk assessment in place and the vast majority of actions have been addressed satisfactorily. However, the requirement to liaise with the landlord to ensure adequate signage of emergency evacuation routes is still outstanding, as clear signage to stairways in common areas, which are the landlord's responsibility, is not present. Visitors are not provided with emergency evacuation instructions.
- 4.5 The premises are fit for purpose and well maintained, particularly in regard to the health and safety of the staff and students.
- 4.6 Registration and enrolment of students is effective and accurate registers are maintained. There are clear policies covering attendance and lateness, which are included in the student handbook and discussed during student induction. An attendance register is maintained for every class and all non-attendance is followed up daily by administration staff for students on all courses. Unauthorised absences are recorded in students' files, with agreed support put in place as appropriate. There are effective monitoring and reporting systems to ensure that students on a Tier 4 visa comply with Home Office requirements.
- 4.7 Pastoral support for students is good. One of the directors has recently taken on responsibility for ensuring a good standard of student welfare. She visits classes regularly to speak with students, especially those who do not have English as their first language. She provides support and advice to students in adjusting to UK culture, as well as on personal issues. Responses to the pre-inspection questionnaire confirm that students know who to approach on pastoral issues and feel well supported.
- 4.8 Although there is no formal social programme, occasional activities are organised by tutors to enhance student learning.

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:
- 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.
- 5.3 The college has made satisfactory progress in meeting the first recommendation. Regular staff and standardisation meetings allow teachers to share good practice and discuss ideas for future lessons. Further opportunities for all teachers to identify their colleagues' good practice for themselves are limited however, as peer observations currently only take place for new teachers.
- 5.4 Progress against the second recommendation has been satisfactory. The college development plan now details goals for the year and the progress made in achieving them. However, it does not include specific target dates for completion of goals that have not yet been fully achieved. The college's self-evaluation document specifies additional areas for development, but does not contain an action plan or give target dates for completion.
- 5.5 Good progress has been made in meeting the third recommendation. There is a single central record for all staff containing appropriate summary information. This does not currently contain a column showing the number of references obtained, but files for newly appointed staff do contain appropriate references.
- 5.6 The college has made good progress in meeting the fourth recommendation. Staff appraisal and observation schemes, which are linked, are now fully operational and lead to improvements in the quality of teaching and learning. Lesson observations now include evaluations from the students and teacher, and identify areas for improvement, with an agreed timescale for review.
- 5.7 The two directors provide strong oversight through their daily management activities to ensure that the college's aims and ethos are met. They are both fully involved in monitoring the quality of education provided by the college and identifying areas for improvement. There is a formal structure of communication with key staff in monthly recorded meetings, in addition to standardisation meetings. As this is a small college, regular interaction between staff also takes place informally. The

involvement of the staff team in identifying areas for improvement ensures that all members of the college know its strengths and weaknesses.

- 5.8 There is a clearly defined process for staff recruitment, which is understood and implemented by the principal. A standardised interview process, coupled with the requirement for at least two references, ensures applicants' suitability to work with students. The identity and right to work in the UK, along with their qualifications, are checked for all new staff prior to their appointment. This ensures their appropriateness for the role.
- 5.9 There is a clear effective approach to the quality assurance of the curriculum and organisation of the college. The quality of the provision is monitored through the regular formal staff and standardisation meetings. Feedback about their course and the quality of teaching is obtained from students through surveys and one-to-one discussion at the end of each unit, as well as at course completion. Responses to the pre-inspection questionnaire indicate that all students are able to express their views about the provision and that the college responds well to their concerns.
- 5.10 A clear complaints procedure is implemented with complaints being handled sensitively and referred to an independent adjudicator as necessary. Students indicate that frequent changes in teachers on some courses have had both benefits and disadvantages to their learning. This was resolved to the students' satisfaction, as when they made complaints about this the college took effective action to rectify the situation.

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:

- Liaise with the landlord to ensure that appropriate signage is in place for all evacuation routes, as identified in the fire risk assessment.
- Provide all visitors to the college with clear instructions for emergency evacuation.
- Extend the opportunity for teachers to share good practice through the peer observation process.
- Assign specific target dates to identified areas for development to form a clear action plan for improvements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and teachers 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 Mike Coulson	Lead Inspector
Ms Sue Martin	Team Inspector