



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

MONITORING VISIT

ANGLO SKILLS COLLEGE

(Company registration no. - 5369699)

Full Name **Anglo Skills College**

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Principal Mr Farooq Mir

Proprietor Mr Farooq Mir
Mrs Firdouse Mir

Age Range 18+

Total number of students 7

Numbers by age and type of study 18+: 7
EFL only: 7

Inspection date **06 Jun 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	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	5
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	6
6 ACTIONS AND RECOMMENDATIONS	8
INSPECTION EVIDENCE	9

1. CHARACTERISTICS AND CONTEXT

- 1.1 Anglo Skills College was established in 2010 as a private company limited by shares. It is 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), English for speakers of other languages, (ESOL) and vocational courses in business, management and childcare.
- 1.3 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.
- 1.4 At the time of the inspection only the English courses were running. The college recruits students aged 18 years or over only. No current students have been identified as having additional language and learning difficulties or disabilities.
- 1.5 There are seven students currently enrolled, of whom five are female. Three students are from Saudi Arabia, one from the European Union (EU), two British and one from Sudan. None of the students have English as a first language. One student is studying on a Tier 4 visa, two on dependency visas and one with refugee status.
- 1.6 The college was previously inspected on 28 February 2017 when it met all Key Standards and the quality of education met expectations.
- 1.7 The recommendations from the previous report are:
 - 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.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 28 February 2018 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. The curriculum is effectively 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. Teachers are very experienced and competent in successfully supporting students to develop fluency and confidence in English. Teachers assess and correct students' spoken English well and as result students demonstrate enthusiasm and dedication in their learning. Students make good progress in developing English skills and achieve high pass rates in their vocational courses.
- 2.3 Students' welfare, including health and safety, is good. The college is well maintained and provides a high quality, safe and secure place to work and study. Fire safety regulations are adhered to and appropriate signage is in place for all evacuation routes. However, the college is not consistent in ensuring that all visitors are made aware of this information. Appropriate arrangements are used for student admission and attendance with accurate attendance records maintained, however, staff had made a few errors in recording student details. Appropriate processes are in place to comply with Home Office requirements for students on Tier 4 visas. Pastoral care for students is good and staff provide students with effective support and guidance.
- 2.4 The effectiveness of governance, leadership and management is good. Directors provide strong oversight and clear strategic direction for the college. The directors are successful in securing high quality staff. Leadership and management are good and are supported by effective communication. Quality assurance arrangements are effective and students' progress is closely monitored. Areas for development are clearly identified but plans for improvement lack specific implementation dates.

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 curriculum offer is good. The courses provided by the college are well managed and are supported by appropriate schemes of work and lesson plans. As a result students benefit from a good quality learning experience and make progress. The programmes on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance.
- 3.3 The quality of teaching and its impact on learning is good. Lessons are well planned to meet the needs of students and include considerable opportunities for students to practice listening and speaking English. This results in students making good progress developing their fluency and confidence. Students make good progress in their knowledge of grammar and have reached a good level in their ability to construct grammatically correct sentences.
- 3.4 Teachers are very experienced in the teaching of English. They are confident and competent and make good use of a range of activities that enthuse students and maintain their interest. This includes the effective use of engaging resources displayed via a multi media projector that is used to stimulate discussions. Students enjoy their learning; they participate very well in discussions and complete individual tasks with dedication and enthusiasm.
- 3.5 The assessment of students' work is effective. Teachers prompt students to successfully identify their own errors. In the speaking and listening exercises, when necessary, teachers correct students' mistakes in a sensitive manner maintaining a positive and encouraging tone. Students respond well to this approach.
- 3.6 The progress and attainment of students is good based on their starting points and the length of their course. Achievements on the accredited vocational courses have been excellent with one hundred per cent pass rates in recent years. Students on non-accredited English language programmes also make good progress and achieve their learning 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 recommendations in this area from the previous inspection report are:
- 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.
- 4.3 The college has made good progress in meeting the first recommendation. Clear signage is now in place for all the evacuation routes as identified in the fire risk assessment.
- 4.4 Satisfactory progress has been made in meeting the second recommendation. A map on the wall in reception indicates the route to be taken in the event of an emergency along with the location of the safe place to gather. However, visitors are not always made aware of this information.
- 4.5 Arrangements for health, safety and welfare are good with proper regard for all requirements. Fire safety regulations are adhered to, risks assessments undertaken, and equipment regularly checked. Managers provide appropriate oversight and ensure that procedures are well managed. Students and staff are well informed about the health and safety policies and procedures through their induction, and this information is reinforced within their handbooks. Students report that they feel safe.
- 4.6 The premises are fit for purpose and are well maintained. This provides a high quality, safe and secure place to work and study. The classrooms and reception area are clean, tidy and hygienic.
- 4.7 Arrangements for student registration and attendance are good. Student registration and attendance are accurately recorded and attendance monitored well. Admission procedures involve appropriate checks and student records are mostly accurate. However, a few typing inaccuracies in records of non Tier 4 student records were identified by the inspectors, and these were then promptly corrected by the college staff.
- 4.8 Staff have a good understanding of the Home Office requirements in relation to Tier 4 students and undertake their reporting responsibilities in this regard.
- 4.9 Pastoral support for students is good. One of the directors has responsibility for ensuring a good standard of student welfare and provides any advice and guidance required. The responses to the pre-inspection questionnaire confirm that students feel well supported and know who to approach on pastoral issues.

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:
- 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.
- 5.3 Satisfactory progress has been made in relation to the first recommendation. Peer observations have taken place, but none during this academic year, due to so few teachers currently being employed.
- 5.4 The college has made satisfactory progress with the second recommendation. Actions for development have been identified within the college business development plan but the dates are not very specific. They are simply required to be done within the two-year development cycle.
- 5.5 The principal, who is also one of the directors, provides strong oversight and a clear strategic steer to ensure that the college's aims and ethos are met. The directors monitor the quality of education provided by the college and identify areas for improvement. The strategic direction of the college is clearly articulated in the college's business development plan.
- 5.6 Communication within this small college is effective through a combination of the monthly formal minuted meetings and the many regular informal interactions between staff. Students' progress is monitored carefully through the standardisation meetings that take place.
- 5.7 Quality assurance procedures are effectively implemented. Students' progress and academic attainment is scrutinised carefully through monthly quality assurance meetings. The quality of teaching is assessed through formal observations and the feedback provided by students. The external verifier reports, produced by awarding bodies for the qualifications offered by the college, are complimentary about the quality assurance arrangements in place. 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.
- 5.8 Priorities for the development and improvement of the college are clearly described both within the college's self-evaluation report, which is appropriately self critical, and within the college development plan. The development plan sets realistic plans for the next few years that includes strategies to diversify sources of funding to help ensure the on-going viability of the college.

- 5.9 The principal implements a well-defined staff recruitment process, which results in the employment of staff of a high calibre. Applicants for positions provide two references, and undertake a formal interview. DBS checks are undertaken to assess suitability to work with students, along with identity checks prior to employment.

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:

- Ensure all student details are accurately recorded.
- Assign specific target dates to identified areas for development to form a clear action plan for improvements.
- Provide all visitors to the college with clear instructions for emergency evacuation.

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 observed a sample of the extra-curricular activities that occurred during the inspection period. 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 Roger Pilgrim	Lead Inspector
Ms Ann O'Toole	Team Inspector