



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

EXTENDED MONITORING VISIT

CAHRO ACADEMY

Full Name	Cahro Academy
Address	Cahro Academy, Unit 1B, Park Drive Industrial Estate, Braintree, Essex. CM7 1AP
Telephone Number	01376 567783
Email Address	sgatrell@cahro.co.uk
Website	www.cahro.co.uk
Principal	Miss Sally Gatrell
Proprietors	Mr. Siva Lam Mr. Abhiskek Nakhate
Age Range	18+
Total number of students	33
Numbers by age and type of study	18+ 33 FE only: 33
Inspection date	17 June 2014

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 Cahro Academy was founded in 1999 and commenced operating in 2001. It was incorporated in 2010 as a private company limited by shares. Its goals are to improve the quality of education, to standardise teaching approaches of staff and to provide accessible training for all students.
- 1.2 The academy currently operates from leased premises on the outskirts of Braintree in Essex. The academy offers level 5 to level 7 courses in health and social care and in management to international students recruited through an agency. It also offers level 2 to 7 courses in health and social care to UK students. The academy also offers short taught or online courses in care and licensing; this includes delivery for Essex County Council. The academy also delivers a range of apprenticeships to the local community.
- 1.3 At the time of inspection 33 international students were enrolled; one on level 4 diploma in health and social care, three on level 5 diploma in health and social care, nine on level 7 diploma in health and social care management, eleven on level 7 diploma in strategic management and nine on level 5 diploma in management. There are four start dates for international students over the year. The majority of students are female aged over 21years. The large majority are from the Philippines. There are currently no students having identifies special educational needs and/or disabilities (SEND) nor any identified as needing support in English.
- 1.4 The inspection is an extended monitoring visit as the academy reported a change in ownership and principal since the previous inspection. Consequently, section five of the framework concerning governance leadership and management will be inspected in detail.
- 1.5 At the time of the first inspection in May 2012 and the subsequent extended monitoring visit in May 2013, the college was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
 - Provide reference materials and books in the resources room and study area to enhance the learning environment.
 - Develop strategies for reducing distractions caused by students passing through two interconnecting ground classrooms.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection in May 2012 and the previous extended monitoring visit in May 2013 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. Assessment of students prior to and on arrival is thorough and the information generated is used appropriately to place students accurately and so enable appropriate progress to be made. Courses are well suited to students' needs and are regulated by externally awarding bodies; they meet Home Office requirements. Completion rates are excellent. Staff are well qualified and very experienced in their teaching areas. Teaching is highly student centred and supports progress effectively. Assessment of students' performance is regular and thorough. Assessment is used successfully, through a well monitored tutorial system, to set realistic targets and guide improvement. While there are no formally identified SEND or EAL students, tutors offer useful support to individual students when appropriate. Good progress has been made against the first recommendation of the previous visit; a good variety of useful reference books and Wi-Fi facilities available.
- 2.3 Students' welfare, including health and safety, is good. Appropriate policies are suitably implemented and appropriate first aid procedures are strictly adhered to. Every precaution is taken to reduce the risk of fire. Records are meticulously maintained. Admission and attendance registers are accurately maintained and prompt action is taken if students miss a class. Clear procedures are in place to inform the Home Office if necessary in cases of frequent absence and all records are meticulously kept. Relationships between all members of the college are warm and supportive. Students feel valued and secure and enjoy the lively social programme. College facilities are, on the whole, fit for purpose.
- 2.4 The effectiveness of governance, leadership and management is good. Both new proprietors have a clear educational vision and value the input of the new principal who has previously worked at the college for several years. All aspects of the college are monitored closely. Leadership and management are effective in self evaluation, setting priorities and ensuring that targets are successfully achieved. High calibre staff are recruited and retained. Quality assurance is ensured through close analysis of student feedback and staff appraisal. Unsatisfactory progress has been made in addressing the second recommendation on access to teaching rooms. This is because the changes which were proposed were not accepted. However, alternative plans to deal with the problem are now being formulated.

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 recommendation in this area from the previous inspection report is:
- Provide reference materials and books in the resources room and study area to enhance the learning environment.
- 3.3 Good progress has been made against this recommendation. A variety of useful reference books is now available to students to support all levels for all courses delivered. Wi-fi is now available to all students, who are now allowed to use their smartphones to access research materials. Additional computers are also available in the resources room. Students find these additions useful in widening their scope for research.
- 4.1 Assessment of students prior to and on arrival is good. Data generated from these tests is shared effectively with tutors who use the information successfully to support students' initial progress. Students are happy with the information they receive before arrival and find it useful in making decisions regarding their courses and future careers. They are satisfied that they are placed appropriately to make good progress from the start of their studies. They find the induction programme very useful in assisting them to settle down quickly in their studies.
- 3.4 Teaching is effective in promoting students' progress. Staff are well qualified and very experienced in their fields. Teaching approaches are student centred and classes are lively. Tutors are committed and supportive of students. They use their clear understanding of each student's needs to enable progress. Feedback and review for individual students is regular, detailed and comprehensive. Relationships between tutors and students are very good.
- 3.5 Courses reflect the statement of curriculum policy and are well suited to students' ages, language skills and aptitudes. All are regulated by external awarding bodies and fully supported by clearly articulated syllabuses, schemes of work and detailed lesson plans. The courses on offer to Tier 4 students meet Home Office requirements. The monthly tutorials support students very effectively and are very well recorded to show targets and action plans. These are monitored monthly. The curriculum is successfully supported by a series of well thought-out enrichment activities, for example a guest speaker who spoke about her role as a care home manager. Students find this particularly useful in assessing various career options.
- 3.6 Students make suitable progress as indicated by lesson observation, interviews and analysis of retention data. Success rates are high with a completion rate of over 90 per cent for international students.

- 3.7 While there are no formally identified SEND or EAL students enrolled, there is evidence from the detailed tutorial records of good support of individual students who need extra help in accessing their current courses and future studies. For example, tutors give extra time to help students achieve level 7 across all four sections of their International English Language Testing System (IELTS) in order to apply for university placement.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.2 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.3 Health and safety procedures, including security, are good. There are appropriate policies in place and the successful implementation of these is monitored carefully. There is a timely process in place to review policies on a regular basis. There are procedures in place to ensure that all risk of fire is effectively reduced. Records of fire drills are clear and kept meticulously. All policies are communicated to staff and students successfully during induction. First aid arrangements are good and there are three qualified first aiders on the staff; one of whom is always on site.
- 4.4 Admission and attendance registers are maintained accurately. The college monitors attendance rates carefully and makes prompt contact if a student misses a class. Clear procedures are in place to make necessary reports to the Home Office when required. Fair procedures for the collection and refund of fees and deposits are clearly described in the student handbook and thoroughly covered during student induction.
- 4.5 Students are secure and feel safe. Relationship between staff and students is very good and students have no problem in approaching members of staff for help with personal and academic issues. Student representatives from each level of each course form an effective communication link between students and management.
- 4.6 Pastoral and personal support is good. Staff are very obliging and pleased to give extra time to students. Students receive useful guidance and support regarding career options and on routes for extending their learning and qualifications.
- 4.7 There is also a lively social programme which is well designed to reflect diversity, for example international feast day, Valentine's Day poetry competition and Easter bonnet making day. These effectively ensure that students share their cultural diversity as well as extend their knowledge of English culture.
- 4.8 College facilities are generally suitable for the courses offered and in a good state of repair. Rooms are bright, airy and suitable for class sizes. Ventilation is satisfactory. There is still a problem with access to one of the teaching rooms being through another teaching room.
- 4.9 The college has no residential accommodation and does not arrange accommodation for its students.

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 recommendation in this area from the previous inspection report is:
- Develop strategies for reducing the distractions caused by students passing through the two interconnected ground floor classrooms.
- 5.3 The college has made unsatisfactory progress against this recommendation. Inspectors were shown documented evidence of a dialogue with the landlord who has refused to allow the structural changes necessary to address this problem. Plans are in hand to plan an extension on the rear of the building which would add a further classroom and remove the present problem.
- 5.4 The extended monitoring visit is to address a change of ownership and principal since the last inspection. Both new proprietors have extensive experience of senior management of a further education college and value the input of the new principal who was previously the director of education at the college. Consequently, the change has been well managed and both staff and students report that the change has had no negative effect on the day-to-day running of the college or the educational experience of its students.
- 5.5 Leaders and management have a clear educational vision which they articulate clearly to all staff. They are aware of all their responsibilities and address them successfully. They provide effective oversight of the college. They delegate successfully and they effectively monitor all aspects of the college formally through well recorded meetings with staff and students. Informal communications are good and facilitated by an open plan office.
- 5.6 All legal permissions are in place. The proprietors are effective in discharging their responsibilities for welfare, health and safety throughout the college.
- 5.7 Leadership and management are effective in self-evaluation, setting priorities and ensuring that they are achieved. High calibre staff are recruited and retained. There is a rigorous and fair recruitment process; all staff files are well kept and include clear recording of the recruitment process. References are followed up as a matter of course. The college actively supports the continuous professional development of tutors and finances all courses which are necessary to keep tutors current in their vocational fields. Detailed records are kept and staff files are comprehensive.
- 5.8 Quality assurance is taken seriously; student feedback is frequent and regular. The data generated are analysed effectively to plan for appropriate improvement. There is a clearly defined procedure for staff appraisal. Information from both these sources is discussed with individual teachers and at management meetings to further

improve the provision. Students informed inspectors that they are happy with how the management takes their views into consideration and use their elected student representative effectively to communicate with management.

- 5.9 All information is on the website including the complaints procedure with reference to an independent adjudicator. However, certain areas of the website are outdated, for example the college no longer has a learning base in the Philippines.

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:

- Search for a solution to address the access problem in the ground floor classroom at the rear of the building.
- Centralise student monitoring and tracking systems in order to facilitate ease of access and transparency.
- Review website to reflect current provision.

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 proprietors, observed registration being taken in class. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college/language school.

Inspectors

Ms. Mareve Kilbride-Newman	Lead Inspector
Mrs. Margaret Arokiasamy	Team Inspector