



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

MONITORING VISIT

NACEL ENGLISH SCHOOL LONDON

Company registration no. – 3915611

Full Name **Nacel English School London**

Address 53 - 55 Ballards Lane, Finchley Central, London, N3 1XP

Parent\Company name Investissement et Participations

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Principal Miss Anabela Barros

Age Range 12+

Total number of students 83

Numbers by age and type of study
16 – 18 2
18+: 81
EFL only: 83

Inspection date 27 November 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Nacel English School London is an English language school in Finchley, North London. Established in 1990, it is owned by the French company Investissement et Participations (IP) and comes under the auspices of the educational subsidiary company Go&Live. The school manager is also the UK senior executive and is supported in her role by the managing director of the company. The school manager is responsible for the day-to-day operation of the school and reports to the IP board of directors. Supported by the managing director of the company, the school manager is responsible for the educational oversight and day-to-day management of the provision. The school aims to provide a warm and friendly environment which contributes positively to language development. The school facilities operate from two buildings opposite each other in central Finchley.
- 1.2 The school provides opportunities for English language learning. English language courses use the Common European Framework of Reference (CEFR) and are offered from beginners through to advanced level as well as preparation for English language examinations and the International English Language Testing System (IELTS). Students aged 12 years and over can attend the school and these programmes are delivered as closed groups only for these learners. There is a range of themed English language courses for school groups, individualised and targeted teacher training and refresher courses for English language teachers from overseas and English for specific purpose that are available on demand. Courses are offered throughout the year and students can start their courses at any time.
- 1.3 At the time of the inspection 83 students are studying English language at the school; the vast majority are female. Two students are under 18 years. Students come from a wide range of countries including the UK, Brazil, Spain, Japan, Turkey, Iran and Italy. No students are attending on Tier 4 visas. The majority of students are recruited through agents and from personal recommendations; many come from London and at the time of the inspection the vast majority of students were from the local area. Student accommodation is available either with host families or in the school's residence.
- 1.4 Students are checked for suitability either prior to or on arrival through an application form, placement level testing and interviews. All students have English as additional language. No students currently attending have learning difficulties or disabilities.
- 1.5 The language school was last inspected 19 - 21 April 2016 where it met all Key Standards and the quality of education was judged to exceed expectations. The recommendations from the previous report are:
- Strengthen the risk assessment of external visits to ensure that relevant aspects of the school's safeguarding policy relating to under 18s are incorporated in each assessment;

- Develop lesson observation documentation to incorporate teachers comments and to identify specific development targets for teachers;
- Extend the school's quality assurance management to include action planning and targets that are formally recorded and monitored and feed into the school's self evaluation;
- Improve punctuality by strengthening the school' procedures for managing lateness.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 19 - 21 April 2016 the language school was found to exceed 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. The curriculum provides a wide range of courses and levels which supports students' individual English language needs and aspirations. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes. Initial assessment accurately places students at the correct course level. Teaching is excellent with well qualified and knowledgeable teachers. The majority of lessons are well planned and effective and result in students achieving excellent outcomes. In a minority of lessons teachers are limiting students' progress and language development by not sufficiently involving students in their learning. Students enjoy their lessons, receive plenty of supportive feedback and make excellent progress. Student progress and attainment is well monitored by managers at an individual level. However, the analysis of students' performance is insufficient at a group level. As a result managers are not able to make a full evaluation of the school's strengths and areas for development.
- 2.3 Students' welfare, including health and safety, is excellent. Policies and systems to monitor and manage this area are comprehensive and well promoted to staff and students and are effectively monitored and consistently implemented. The premises provide a safe and secure environment for students and staff. The arrangements for managing student admission and attendance are excellent and accurate records are maintained. Improvements to the policies and procedures for managing student lateness result in targets being set to support students with regular or frequent lateness. Pastoral care is excellent, starting with a very effective induction on arrival and supportive and accessible staff throughout their studies. Safeguarding is excellent and has been further strengthened by the introduction of a checklist for activity leaders that identifies and supports staff to manage the specific needs of younger students. Risk assessments are well organised, but require further development to include the identification of safeguarding risks associated with mixed aged group activities.
- 2.4 The effectiveness of governance, leadership and management is excellent. Ownership and oversight are excellent with a clear and well promoted statement of educational purpose supporting the work of the school. The managing director provides effective support and the board of directors provides appropriate oversight by monitoring and supporting the school manager. Quality assurance and self-assessment have been enhanced by an improved focus on performance measures and the setting of appropriate improvement targets. The staff appraisal process is excellent with improvements to the lesson observation process eliciting teacher feedback. This provides managers with plenty of opportunities to support continuing professional development (CPD) for all staff. Staff recruitment and

selection processes are excellent with all pre-employment checks undertaken including Disclosure and Barring Service (DBS) suitability checks. The school provides accurate information on the website and in printed material.

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 The curriculum and course provision is excellent. Courses are reviewed regularly for consistency and this successfully enables students to make progress through interesting and varied programmes. All courses are mapped to the CEFR levels, effectively supporting language development and progression through the levels. The school offers a range of courses along with internationally recognised qualifications and enables students to choose the best programme for their personal and professional aspirations. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.
- 3.3 There is a range of well chosen initial assessment activities which are used to place students prior to or on arrival. These include online testing and interviews with teachers and are highly effective at placing students at the correct level, with very few subsequent class changes required.
- 3.4 The majority of teaching is excellent with dynamic teaching and highly active students in lessons. Lesson planning emphasises individual and group language and cultural needs, providing effective lessons that are interesting and employ a variety of activities. Teachers are knowledgeable and experienced, and plan lessons with a variety of strategies and interesting resources. Students are encouraged to take responsibility for the own learning. There are excellent relationships between students that provide challenge and good humour thereby extending the learning that takes place in class. In a minority of lessons there is a teacher centred approach that limits creativity, and there is poor error correction. This inhibits student progress. Students report they enjoy their lessons, finding them fun and interesting and inspectors agree with this view.
- 3.5 Excellent progress is made in lessons, and regular testing provides information on what students need to do to improve. This is reinforced by regular tutorials and excellent feedback in lessons. The monitoring of individual student progress is excellent. However, there is limited analysis of student academic performance by groups or levels which limits the information available to managers to measure the success of the programmes across the school.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report are:
- Improve punctuality by strengthening the school's procedures for managing lateness;
 - Strengthen the risk assessment of external visits to ensure that relevant aspects of the school's safeguarding policy relating to under 18's are incorporated in each assessment.
- 4.3 Good progress has been made to the first recommendation. School policies and procedures have been reviewed and there is now a system for reporting lateness on class registers that is tracked by managers and results in targeted support for students to improve their timekeeping.
- 4.4 Progress on the second recommendation is good. Monitoring procedures for students under 18 years has been enhanced. Staff have received additional guidance and a checklist has been introduced to support activity leaders to meet the range of requirements for safeguarding young students. However, generic activity risk assessments do not sufficiently identify risks for activities where there are mixed age groups. As a result not all risks have been identified and recorded sufficiently to enable group leaders to have full oversight of this aspect.
- 4.5 Health, safety and security of the premises are excellent. There are effective policies and appropriate systems to monitor and ensure the school is a safe place. Policies are exemplary; they are monitored for effectiveness and updated regularly. Staff and student handbooks contain comprehensive information and advice and staff are also given an outstanding health and safety handbook to further support their roles and responsibilities in this area. The arrangements for fire safety and first aid are excellent, supported by effective policies and accurate records. Notice boards in student areas, corridors and classrooms provide clear information on evacuation procedures and first aid arrangements. Students report feeling very safe in the school.
- 4.6 Student admission and attendance are excellent with accurate records maintained. The arrangements for monitoring students under 18 years are well considered and appropriate for the school and result in prompt action if these students are not in class on time. There are currently no students attending on Tier 4 visas. However, there is a clear policy with effective systems to monitor and report such students to the Home Office if necessary.
- 4.7 Pastoral care is excellent. Students receive a thorough induction and a very helpful handbook with plenty of information on how to access support from staff. This includes a 24 hour telephone contact number for support if required. Students consider they are very well cared for and inspectors agree.

- 4.8 The arrangements for safeguarding students under 18 years are excellent. The school's policy is shared with staff. Managers monitor staff training and information on DBS suitability checks. All staff sign to confirm receipt of the staff handbook and declared that they have read and understood the school's policy and practice for students under 18 years. These details are all recorded effectively.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Develop lesson observation documentation to incorporate teachers comments and to identify specific development targets for teachers;
 - Extend the school's quality assurance management to include action planning and targets that are formally recorded and monitored and feed into the school's self evaluation.
- 5.3 Progress on the first recommendation is excellent. The lesson observation policy has been updated and teachers are observed termly. Lesson observation records provide opportunities for teacher feedback on the process and outcomes, as well as recording high quality feedback by managers and peers on observed lessons. The process has been further extended to include improvement targets that are supported by a responsive CPD programme. This is effectively linked into the staff performance management and appraisal process. As a result teachers are provided with excellent support and this is reflected in the high quality lessons.
- 5.4 Good progress has been made against the second recommendation. There is a high focus on measuring performance that result in effective and appropriate targets being set. Student feedback is collected routinely. It frequently provides managers with a rich source of quality assurance information to support robust self-assessment that results in targeted improvement planning.
- 5.5 Ownership and oversight is excellent. There is a clear statement of educational purpose that successfully underpins the work of the school. The managing director provides effective support, and the board of directors provides appropriate oversight of the provision that effectively monitors and results in support for the school manager.
- 5.6 The arrangements for managing staff recruitment and selection are excellent. All appropriate pre-employment checks, including DBS suitability checks, are undertaken prior to employment and the school maintains an accurate single central record and individual staff files.
- 5.7 The range and scope of information available on the school's website and in printed material is accurate and provides a very clear representation of the school's curriculum and premises.
- 5.8 The school provided all the requested information to support the inspection in a timely manner.

6. RECOMMENDATIONS

The language school has maintained the excellent quality found at the last inspection.

Recommendations for further improvement

In order to further improve the excellent quality provided the language school should:

- Strengthen off-site risk assessments for social activities to include the identification and mitigation of risks relating to students aged under 18 years in activities for mixed age groups.
- Analyse student performance data by group and level to identify areas of strength and to support improvements where necessary.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. They held discussions with senior members of staff 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 language school.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Mrs Sarah Williamson	Team Inspector