



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

**EXTENDED MONITORING VISIT**

**ADAM ACADEMY**

**(07961888)**

Full Name **Adam Academy Ltd**

Address Radial House, 3–5 Ripple Road, Barking, Essex, IG11 8DG

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Principal Mr Muhammad Jassim Uddin

Proprietor Mr Anwar Chowdhury  
Mr Kamruzzaman Shakil  
Ms Riffat Shara

Age Range 18+

Total number of students 2

Numbers by age and type of study 18+: 2  
FE only: 2

Inspection dates **19 - 20 May 2015**

## 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 Academy's 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 academy, and of how it evaluates its own performance and demonstrates its success.

The inspection of the academy 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 academy, its services or other physical features;
- (iii) an investigation of the financial viability of the academy or its accounting procedures;
- (iv) an in-depth investigation of the academy'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 Adam Academy is a private limited company with three directors, one of whom was appointed in May 2015. The academy moved premises in December 2014 and is now located in Barking, East London. A new principal was appointed in January 2015. The stated aims of the academy are to provide students with a learning experience that enhances career development and helps them fulfil their ambitions.
- 1.2 The academy is currently running the Awards for Training and Higher Education (ATHE) Extended Diploma in Management at Level 4. It also offers the ATHE Certificate in Management and Diploma in Management, both at Level 4. These courses were not running at the time of the inspection.
- 1.3 At the time of the inspection, two students were enrolled, both female and over the age of 18. One is British and the other is from the European Union; both speak English as an additional language. Neither student has been identified as requiring support for learning difficulties and/or disabilities (SEND). No specific enrolment periods have been set.
- 1.4 This monitoring visit has been extended due to a change of address and a change of principal. For this reason, Section 4 and 5 of the Educational Oversight Framework will be looked at in detail.
- 1.5 The academy was last inspected on the 27-29 May 2014 when it met all key standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
  - Improve growth and curriculum development planning so that it results in the setting of realistic but challenging targets to ensure the achievement of the academy's goals.
  - Improve staff appraisal and lesson observation so that they include the setting of specific and measurable objectives to improve staff performance.
  - Train teachers to ensure that they accurately identify learning difficulties so that appropriate support can be provided from the start of the programme.
  - Establish a system so that the academy is routinely aware of all health and safety checks carried out by the landlord to ensure compliance.
  - Set up a clear system for the regular review of all policies to ensure they are maintained, up to date and relevant.

## 2. SUMMARY OF FINDINGS

2.1 **The academy does not meet expectations.** The quality of education found at the last inspection of 27 to 29 of May 2014 has not been maintained. The academy does not meet the following Key Standards:

1. To have proper regard for health and safety issues, including first aid and fire safety, and, where applicable, on activities outside the college. **[18]**
2. To provide effective pastoral and personal support to students. **[32]**
3. To demonstrate a clear educational direction, as reflected in the quality of education, the care of the students, and the fulfilment of the college's aims and ethos. **[40]**
4. To demonstrate an effective relationship between the principal, senior staff and the proprietors. **[41]**
5. To have adequate quality assurance mechanisms in place which lead to the improvement of the quality of educational experience or the maintenance of existing high standards. **[44]**

2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment is appropriate and is used effectively to place students on a course at the right level. However, teachers are not trained to identify learning difficulties. As a result, students requiring support are not readily identified. Courses offered are appropriate to the needs and career aspirations of the students and meet the definition of approved qualifications for United Kingdom Visas and Immigration (UKVI) purposes. Teaching is good. Classes are well planned and enable students to make good progress. Teachers are knowledgeable and well motivated. The environment created in class is supportive and promotes confident learning.

2.3 Students' welfare, including health and safety, is unsatisfactory. The building is fit for purpose and maintained to a satisfactory standard. Appropriate health and safety policies are in place but are not well understood within the academy nor effectively implemented. Consequently, required health and safety checks are not carried out by the academy, nor landlord checks verified. Fire safety equipment is suitable and provision for first aid appropriate. The procedures for registration and attendance of students are satisfactory and records are accurate. Arrangements for pastoral care are unsatisfactory. Pastoral care policy is not effectively implemented which limits student access to pastoral support. Student induction is satisfactory and enables students to settle into their courses quickly. There is no provision for careers advice or social activities for students. There is suitable access to the academy for the large majority of staff and students. However wheelchair access is dependent on the use of a lift.

2.4 The effectiveness of governance, leadership and management is unsatisfactory. The proprietors do not set targets for the academy leadership nor demonstrate effective

oversight. Consequently, strategic development planning and monitoring of performance is absent. The role and responsibilities of the principal and the relationship between the proprietors and principal is unclear. Consequently the academy lacks a functioning management and reporting structure and performance targets for staff are not set by senior leadership. Quality assurance is unsatisfactory; an appropriate policy is in place but is not well understood by teachers and managers. Consequently, areas for improvement are not identified nor actions taken. The complaints policy is unclear and lacks transparency. Suitable checks are carried out on staff and volunteers prior to appointment.

### **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:
- Train teachers to ensure that they accurately identify learning difficulties so that appropriate support can be provided from the start of the programme.
- 3.3 Progress against the recommendation is unsatisfactory. Teachers have not been offered or undergone training to identify learning difficulties. As a result, students requiring support are not readily identified.
- 3.4 Initial assessment is good. Skills in English language are evaluated and the suitability of the course discussed. Consequently students who enrol are placed on a course that meets their needs and career aspirations. Courses are suitable for the aptitude and language ability of students and meet UKVI requirements for approved qualifications.
- 3.5 Teaching is good and enables students to progress well in class. Teaching staff demonstrate good subject knowledge. Lessons are well planned and follow the study modules in a logical way. Class sizes are very small and students benefit from significant individual attention which supports their good progress. Teaching staff are well motivated and have a good rapport with students, creating a supportive learning environment. Consequently, students feel confident in asking questions and discussing their ideas in class. Learning is checked frequently during taught sessions and as a result, students know how well they are progressing.



#### 4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety is unsatisfactory. Not all Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Establish a system so that the academy is routinely aware of all health and safety checks carried out by the landlord to ensure compliance.
- 4.3 Progress against this recommendation is unsatisfactory. The academy has not developed a system to monitor landlord health and safety checks. As a consequence, managers and leaders are unaware that health and safety checks have not been carried out within the expected timeframe.
- 4.4 Premises are fit for purpose and suitable for the needs of students. Security arrangements are satisfactory and students report feeling safe in the building. Access and egress are adequate. Washrooms are of a satisfactory quality and number. Classrooms are satisfactorily maintained and provide a suitable environment for learning. Heating, lighting and ventilation throughout the premises is good. However, sound insulation between rooms is poor. As a result, conversation and teaching are easily overheard in adjoining rooms which distracts students from their learning. The decor is of a satisfactory standard. Furniture and fittings are of a good standard and are suitable for the needs of students.
- 4.5 Health and safety of the premises are unsatisfactory. An appropriate policy for fire safety is in place but is not fully implemented at the new address. Consequently opportunities to improve fire safety are missed and arrangements for ensuring the health and safety of students and staff inconsistent. Fire fighting equipment is appropriately placed and suitable but had not undergone an annual inspection. However, the academy had checks on fire safety equipment completed during the inspection. A minority of electrical appliances has not undergone Portable Appliance Testing (PAT). There is an appropriate policy for first aid and arrangements for first aid are suitable. First aid supplies are appropriately situated and sufficient. There are sufficient staff trained in first aid. Students are aware of the fire evacuation procedures and know how to reach the fire assembly point.
- 4.6 Student registration and attendance records are satisfactory. Records held in the academy electronic record system are up to date and accurate. An appropriate procedure for the issue of warning letters to students who are absent without approval is in place. Consequently, students adhere to the attendance policy and attendance is good. Lateness is recorded. However, the extent of the lateness is not. Consequently, managers and teachers are not aware of, or able to effectively monitor, the class time missed by individual students.
- 4.7 Pastoral support for students is unsatisfactory. A brief policy for pastoral and personal support is in place and is displayed within the academy. However, the policy is not well understood by staff at any level or effectively implemented. As a

result, student access to pastoral support is limited. Students receive a suitable induction upon joining the academy, which provides basic information on premises, safety and their course of study. Provision for a social programme or careers guidance is absent.

- 4.8 Part of the building occupied by the academy is used as a part-time assessment centre for on-line qualifications. However, appropriate procedures are in place to ensure that disruption to staff or the health, safety or welfare of students does not result from this use.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is unsatisfactory. Not all Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Improve growth and curriculum planning so that it results in the setting of realistic but challenging targets to ensure the achievement of the academy's goals.
  - Improve staff appraisal and lesson observations so that they include the setting of specific and measurable objectives to improve staff performance.
  - Set up a clear system for the regular review of all policies to ensure they are maintained up to date and relevant.
- 5.3 Progress against the first recommendation is unsatisfactory. The concept of development planning is poorly understood by senior leadership and relevant policies and procedures are not in place. Consequently, the academy has yet to produce a development plan with realistic and challenging targets for growth. Curriculum planning is absent which results in limited provision for new students.
- 5.4 Progress against the second recommendation is unsatisfactory. Appraisal and lesson observations have not been improved since the previous inspection to include specific and measurable objectives. Consequently, staff are unaware of their strengths and development areas and are not set targets to improve performance.
- 5.5 Progress against the third recommendation is satisfactory. Policies are of a suitable quality and content and there is a clear process for policy review which ensures that they are maintained up to date and relevant.
- 5.6 Leadership is unsatisfactory and does not provide a clear educational direction for the academy. Priorities and actions to meet the aims of the academy are not clearly identified and consequently planning for growth does not take place. The organisation lacks a functioning management structure with clear lines of communication and accountability. Consequently, planning for sustained improvement is underdeveloped.
- 5.7 Strategic planning is unsatisfactory. The proprietors do not engage in strategic development of the academy nor do they set targets for senior leadership. The relationship between the proprietors and senior leadership is undefined. As a result, senior leaders are not effectively monitored nor challenged to improve the quality of educational experience.
- 5.8 The proprietors secure high quality teaching staff who are well motivated and effective. Appropriate checks are carried out to ensure their suitability and also to

ensure the suitability of volunteers. The quality of records held on staff and volunteers is satisfactory.

- 5.9 Quality assurance mechanisms are unsatisfactory. A suitable policy is in place but is not implemented. As a result, procedures to implement quality assurance aims and to monitor the quality of provision are absent. Consequently, areas for improvement are not readily identified nor actions taken.
- 5.10 The complaints policy is unsatisfactory. The website and paper versions differ in content leading to a lack of coherence and clarity.
- 5.11 The website is satisfactory and provides a range of suitable information. The academy complied with requests for information during the inspection.

## 6. ACTIONS AND RECOMMENDATIONS

The academy has not maintained the good quality found at the last inspection.

### **Actions required to meet the Standards**

In order to meet the Standards of Educational Oversight, the academy must:

1. Introduce and fully implement a system to ensure all health and safety checks are completed. **[Standard 18]**
2. Implement a pastoral care policy so that effective support is offered to students. **[Standard 32]**
3. Provide clear educational direction that addresses the requirement to provide good quality education, care of students and that meets the aims of the academy. **[Standard 40]**
4. Clarify the roles of proprietors and post holders so that responsibilities can be identified and suitable working relationships established between all leaders and managers. **[Standard 41]**
5. Develop and implement suitable procedures for quality assurance which lead to the improvement of educational experience for students. **[Standard 44]**

### **Recommendations for further improvement**

In addition to the above action points, the academy should make the following improvements:

- Review academy policies to remove inconsistencies.
- Ensure academy policies are fully implemented.
- Train teachers to ensure that they accurately identify learning difficulties so that appropriate support can be provided from the start of the programme.
- Reform the complaints procedure to a single version and publicise this effectively.

## INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with staff at all levels and with the proprietors. Inspectors examined regulatory and other documentation made available by the academy.

### Inspectors

Mrs Elizabeth Rowan	Lead Inspector
Mrs Julie Gibson	Team Inspector