



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

**NACEL ENGLISH SCHOOL LONDON
(FORMERLY TWIN TOWERS ENGLISH COLLEGE)
(Company Registration No. 3915611)**

Full Name	Nacel English School London (Formerly Twin Towers English College)		
Address	53 - 55 Ballards Lane, London N3 1XP England		
Company name	Nacel English School London		
Telephone Number	020 8343 3567		
Email Address	info@nacelesl.co.uk		
Website	www.nacelesl.co.uk		
Principal	Miss Anabela Barros		
Proprietor	Investissement et Participations SAS		
Age Range	16+		
Total number of students	58		
Numbers by age and type of study	16 – 18		5
	18+:		53
	EFL only:		58
Inspection dates	19 to 21 April 2016		

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
(a) Assessment of students prior to or on arrival	4
(b) Suitability of course provision and curriculum	4
(c) The quality of teaching and its impact on learning	4
(d) Attainment and progress	5
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
(a) Health, safety and security of the premises	6
(b) Student registration and attendance records	6
(c) Pastoral support for students	6
(d) Safeguarding for under 18s	7
(e) Homestay and Residential accommodation	7
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	8
(a) Ownership and oversight	8
(b) Management structures and responsibilities	8
(c) Quality assurance including student feedback	8
(d) Staff recruitment, qualifications and suitability checks	9
(e) Provision of information	9
6 ACTIONS AND RECOMMENDATIONS	10
INSPECTION EVIDENCE	

1. CHARACTERISTICS AND CONTEXT

- 1.1 Nacel English School London (formerly Twin Towers College) an English language school located in Finchley, North London. The school was established in 1990. Since November 2015 the school has been owned by the French company Investissement et Participations SAS. It provides opportunities for students to extend language learning and knowledge of other cultures through high quality and affordable programmes. The school manager is responsible for educational oversight, supported by the managing director of Investissement SAS. The aim of the school is to provide a warm, friendly and welcoming atmosphere which contributes positively to students' language development. The school operates from two buildings opposite each other on a main road.
- 1.2 A range of general English language courses are offered from beginners through to advanced, as well as preparation for English language examinations and the International English Language Testing System (IELTS). Bespoke courses for teacher training and English for special purposes, are provided as required throughout the year.
- 1.3 Fifty-eight students are currently studying English at the school, 18 are male and 40 are female. Five students are under 18. Around half of the students are from European countries with a total of 16 nationalities represented. There is one student on a Tier 4 student visa. Recruitment is mainly through agents and recommendations and is continuous throughout the year. Both Homestays and residential accommodation are provided by the school.
- 1.4 Checks on student suitability are made prior to and on arrival through application forms, placement tests and interviews. All students have English as an additional language (EAL). There are no students identified by the school with special educational needs and/or disabilities (SEND).
- 1.5 The school was last inspected on 17 February 2015 when it met all Key Standards and the quality of education was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Initial assessment is thorough and highly effective in ensuring students are placed on appropriate courses. The curriculum is flexible in meeting the needs of students and courses offered to international students meet the definition of an approved qualification for Tier 4 students as set out in Home Office guidelines. Teaching is excellent and as a result students make very good progress. Highly effective teaching strategies promote confidence and successfully engage students. High attendance rates support students' progress but lateness persists and is disruptive to others. Tutorials provide effective opportunities to discuss progress and set targets to meet the individual learning needs. Clear assessment strategies and feedback ensure students know how to improve and develop their language skills. Progress and achievement is well recorded and confirms excellent student progress in meeting their personal learning goals.
- 2.3 The health, safety and security of the premises are excellent. Appropriate policies, detailed risk assessments and good signage ensure high levels of safety. Risk assessments for social activities however do not refer to safeguarding arrangements for under-18 year olds. The premises are clean, spacious and well maintained and buildings are secure, providing a safe learning environment for all. Admission and attendance registers are accurate and well managed. Appropriate procedures are in place for making reports to the Home Office relating to students on Tier 4 visas. Pastoral support is outstanding. A thorough induction prepares students well for their studies. A well-planned social programme benefits students' wider education. Sound advice and guidance enables students to make informed choices about their future. Safeguarding is excellent; all staff receive appropriate training which results in high levels of staff and student awareness of how to stay safe. The management of homestays and residential accommodation is excellent.
- 2.4 The effectiveness of governance, leadership and management is excellent. The proprietors provide effective oversight and educational direction, ensuring standards in all areas are maintained. A clear management structure supports clearly defined roles and responsibilities for all staff. Self-evaluation is successful in identifying the school's strengths, but it does not formally record areas for improvement in the quality of education and the care of students. Though issues arising are dealt with swiftly and effectively this is not well documented. The analysis of students' progress and examination results is now strong and is used to identify areas to improve. Appraisals and regular teaching observations ensure high standards of teaching are maintained, but lack teacher comments and individual targets for development. Experienced staff are recruited and appropriate checks are in place to confirm the suitability of staff.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

3.(a) Assessment of students prior to or on arrival

3.1 Assessment of students prior to and on arrival is good. Accurate information and advice is provided to students prior to their arrival at the school. Thorough testing in reading, writing and speaking ensures they are placed on appropriate courses which meet their needs.

3.(b) Suitability of course provision and curriculum

3.2 Suitability of course provision and curriculum is good. Courses are well planned and in accordance with the information provided in the school brochure and on its website. Courses are flexible and well matched to students' objectives and needs, allowing for efficient progression between levels where appropriate. Students confirm that the courses they are enrolled on meet their needs well. The inspection team agrees with this judgement. Examination preparation is offered for those who wish to enter external examinations. The large majority of students successfully complete the course on which they have enrolled. Students are given regular opportunities to comment on their courses and the extent to which they meet their needs. As a result teachers regularly review courses to ensure they are appropriate to the student group. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance.

3.(c) The quality of teaching and its impact on learning

3.3 Teaching, learning and assessment are excellent. Experienced teachers have very good subject knowledge. Initial assessment outcomes are used effectively by teachers to inform their planning of teaching and learning. Lessons are very well planned and teachers use a wide range of appropriate and highly effective teaching and learning strategies which successfully engage and motivate students. Teachers are fully aware of the individual needs of their students and are highly effective in encouraging them to become confident and cooperative learners. This is reflected well in the planning of tasks and activities in lessons. As a result, students make rapid progress in the development of their English language skills. Regular one-to-one tutorials further support students. The tutorials provide effective opportunities to discuss progress and to identify learning and study targets to promote effective learning.

3.4 Assessment strategies are very clear, well developed and appropriate for the courses offered. These are supported by detailed testing and grading guidelines which provide teachers with a strong basis for assessment decisions. As a result, marking is consistent and feedback to students is clear and sufficiently detailed to enable students to understand what they need to do to improve. Regular homework encourages students to develop their language skills independently.

3.(d) Attainment and progress

- 3.5 Progress and attainment are excellent. The school maintains accurate records of students' progress and achievements. The achievement rates of a minority of students who take external examinations are very good. High attendance rates further support good progress, though lateness occasionally disrupts lessons.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 The health, safety and security of the premises are excellent. Comprehensive policies and detailed procedures are in place to reduce risk from fire and other hazards. Meticulous records are kept of checks on fire and electrical equipment. Clear evacuation signage and emergency lighting are in place and two fully trained fire marshals further ensure that staff and students are able to leave the premises in safety in the case of an emergency evacuation. Provision for first aid is excellent. The first aid policy supports a safe learning environment and is effectively implemented. Three members of staff are trained in first aid and well-stocked first aid boxes are located in appropriate areas. Risk assessments for health, safety and security are up to date and provide a clear focus on the safety of staff and students. However, risk assessments of social activities which include under-18s do not include reference to safeguarding requirements.
- 4.2 The premises are extremely well maintained and fit for purpose. The bright clean and spacious learning environment, the well maintained classrooms and the high standards of furnishings and fittings meet the needs of the students very well. There are sufficient numbers of washrooms for staff and students. Both of the school's buildings are secure, and provide a safe learning environment for students and staff.

4.(b) Student registration and attendance records

- 4.3 Student registration and attendance records are very accurate. Attendance registers are carefully maintained and regularly monitored to ensure timely contact with students missing classes. Attendance and punctuality policies are clear and accessible. Students are aware of the attendance requirements identified in the school's policies and they meet them well. Staff fully understand the requirements and procedures for reporting to the home office and suitable procedures are in place for making any necessary reports to the Home Office.

4.(c) Pastoral support for students

- 4.4 Pastoral support for students is excellent. A comprehensive and appropriate induction prepares them well for studying at the school and for living in London. All students are individually well known to their teachers and to the support staff. As a result their learning support needs are also well known. Students say that they are comfortable and well supported and that staff are very accessible and this was confirmed by the inspection team. Students know who to speak with to discuss personal issues and they say the school is very responsive to them. Good relationships between staff and students and amongst the students are very evident in the school. Procedures for preventing bullying and harassment are clear, and there have been no incidents of bullying in the recent past. The school's safeguarding policy outlines effective measures to protect students from risks associated with radicalisation and extremism.

- 4.5 Students make good use of a well-planned social programme, which changes regularly in response to suggestions and feedback from students. Social activities contribute to students' wider education, and provide effective, structured opportunities for the further development of their English language skills. Good advice and guidance on careers and progression to higher education is provided to enable students to make informed decisions about their future.

4.(d) Safeguarding for under 18s

- 4.6 Safeguarding for students under 18 is excellent. Appropriate safeguarding policies and procedures are in place. A good range of information for students and prospective students is well organised and readily accessible. Policies are regularly reviewed and updated. All staff receive suitable training and safeguarding is part of induction for all new staff. Consequently there are high levels of staff and student awareness of how to stay safe

4.(e) Homestay and Residential accommodation

- 4.7 The management of both homestay and residential accommodation is excellent. Accommodation is appropriately managed and registered in accordance with national requirements and plays a valuable part in the students' education and personal development, effectively meeting the college's aims of safeguarding students. Meticulous records are kept and appropriate checks are carefully recorded. All main carers in host families for those under 18 have Enhanced Disclosure and Barring Service (DBS) checks.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP MANAGEMENT

5.(a) Ownership and oversight

5.1 Oversight by the leadership and management is excellent. Proprietors have effective oversight of the language school and fully discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. Weekly reports to the managing director ensures a good insight into the working of the school and ensure the proprietors are fully informed and involved in the quality of education, safeguarding and the health and welfare of students as well as the school's strategic direction. Appropriate lease and other legal permissions are in place and the proprietors fulfil their statutory duties for students under 18.

5.(b) Management structures and responsibilities

5.2 Management structures and responsibilities are excellent. A very clear management structure ensures all staff have clearly defined roles and responsibilities. At all levels leadership and management discharge their responsibilities well in accordance with the aims of the school and in the safeguarding of students. Leadership and management provide clear educational direction in regular formal and informal meetings to ensure all staff are well informed regarding the quality of education. Self-evaluation is effective in identifying priorities and ensuring that they are achieved. The formal self-evaluation process successfully identifies the school's strengths, but notes few areas for improvement. The analysis of students' progress and examination results is now strong. Data on student achievements is used to identify issues which need to be addressed. However, there is a lack of formal planning to record actions which show how and when these priorities are met. Managers are successful in securing, supporting and retaining high quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all students and in safeguarding, welfare, health and safety. Teachers confirm that they are very well supported at all levels by their managers, they express high levels of satisfaction with leadership and management as a result of excellent communication between staff at all levels.

5.(c) Quality assurance including student feedback

5.3 Quality assurance including student feedback is good. Appropriate arrangements are in place for quality assurance which take account of the views of students. Student concerns are handled with care and follow the school's published procedures. Issues are identified quickly and effectively met.

5.4 Good systems are in place for annual appraisals and termly observations regularly identify areas for monthly staff training. Observation records are brief; they lack teacher comments and do not provide clear targets for teachers.

- 5.5 The school's complaints policy is clear and effectively implemented; written records of minor complaints and comments are kept which include dates of actions taken and resolved. The policy includes details of appropriate independent adjudicators. Through its membership of a professional organisation, the school provides a fee protection scheme.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.6 Staff recruitment, qualifications and suitability checks are excellent. The arrangements for the safe recruitment of staff and the maintenance of associated records are in accordance with current guidance.

5.(e) Provision of information

- 5.7 Provision of information is good. The school's website provides all appropriate contact information and the full range of courses offered by the school. The website also provides a range of policies including details of the complaints policy and safeguarding documents. The school responded promptly to all requests for information in connection with the inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

1. Strengthen the risk assessments of external visits to ensure that relevant aspects of the school's safeguarding policy relating to under-18s are incorporated in each assessment.
2. Develop lesson observation documentation to incorporate teacher comments and to identify specific development targets for teachers.
3. Extend the school's quality assurance management to include action planning and targets which are formally recorded and monitored and feed into the school's self-evaluation.
4. Improve punctuality by strengthening the school's procedures for managing lateness.

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 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 school.

Inspectors

Ms Christine Powell	Lead Inspector
Mr Neil Haynes	Team Inspector