



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

**NACEL ENGLISH SCHOOL LONDON**

**(3915611)**

Full Name	<b>Nacel English School London</b>
Address	53 Ballards Lane, Finchley Central, London N3 1XP
Telephone Number	020 8343 3567
Email Address	info@nacelesl.co.uk
Website	www.nacelesl.co.uk
School Manager	Ms Anabela Barros
Proprietor	Media Travel SA
Age Range	16+
Total number of students	143
Numbers by age and type of study	16-18: 5 18+: 138 EFL only: 143
Inspection dates	<b>23 – 25 May 2023</b>

## 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
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>5</b>
(a) Assessment of students prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	5
(d) Attainment and progress	6
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>7</b>
(a) Health, safety and security of the premises	7
(b) Student registration and attendance records	7
(c) Pastoral support for students	8
(d) Safeguarding under 18s	8
(e) Residential Accommodation	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
(a) Ownership and oversight	10
(b) Management structures and responsibilities	10
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	11
(e) Provision of information	11
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>12</b>
<b>INSPECTION EVIDENCE</b>	<b>13</b>

## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Nacel English School London is a private educational institution founded in 1990 and is part of the Nacel educational group, which in turn forms part of the group Go & Live. The school is located in the centre of Finchley Central, North London and moved to its current premises in April 2022. The school is led by the school managing director who is supported by the school manager and a small management team. Oversight is provided by the institutions' directors. The vision of the school is to offer a boutique-styled language school in London. They aim to provide high-quality education with personal attention.
- 1.2 The school offers a wide range of courses, including general English from elementary to advanced levels, business English, and examination preparation courses. Teacher training refresher courses are also offered. Students from 16 years of age are accepted on year-round English language courses. Enrolments onto courses take place throughout the year and provisional allocation to courses is made on the basis of a pre-course application form, initial English language test and interview.
- 1.3 At the time of the inspection 143 students were enrolled. The majority are female and nearly all aged over 18 years old. Students come from a wide range of countries, with the majority being from Brazil, France, Iran, Japan and Pakistan. All students spoke English as an additional language. No students had identified learning difficulties or disabilities. Residential accommodation is provided in home-stay and in a student residence.

## 2. SUMMARY OF FINDINGS

2.1 **The quality of education at the school is unsatisfactory.** At the time of the inspection, the following Key Standards for Educational Oversight were not met:

1. The school maintains an accurate admission register and an accurate attendance register **[Standard 33]**.
2. The school reports to the UKVI as required, when a student fails to enrol or otherwise discontinues study or does not fulfil Home Office requirements for attendance **[Standard 34]**.
3. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe **[Standard 40]**.
4. The leadership of the school provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the schools stated purpose, or its aims and ethos **[Standard 45]**.
5. DBS and barring information – An enhanced DBS and barred list check is carried out for all staff and volunteers who will:
  - provide unsupervised teaching, training, instruction, care, supervision, guidance on wellbeing for students under eighteen, or drive a vehicle only for students under the age of eighteen
  - manage others who carry out the above activities. Criminal record checks are applied for in good time where the DBS certificate is not returned before the individual enters regulated activity
  - barring information is obtained before they commence working in regulated activity; and
  - risk assessed supervision, and any other arrangements indicated by risk assessment, are put in place pending production of the DBS certificate **[Standard 55]**.

2.2 The quality of the curriculum, teaching and learners' achievements is good. The school has clear educational aims and objectives and offers a good range of courses that meet the language needs of its students. Course provision and the curriculum are well organised, flexible and provide good opportunities for student language development. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment prior to and on arrival is excellent. Appropriate policies and procedures are in place and used effectively to ensure that all students are placed on the right course in accordance with their language abilities. Teaching is good. Teachers are experienced, well qualified and have good subject knowledge. Lessons are well planned and use a good range of teaching and learning methods to deliver engaging lessons. As a result, most students in classes make the progress that they should. Overall, attainment and progress for students who attend classes is good.

- 2.3 Students' welfare, including health and safety, is unsatisfactory. The school's building is very well maintained and provides a safe and comfortable environment which effectively supports learning. Appropriate policies and procedures for managing and maintaining high levels of health and safety and fire safety are in place, consistently implemented and updated. Student registration is good, with all the required documents available in well-maintained files. However, attendance recording and monitoring is unsatisfactory. Attendance records do not accurately identify or highlight student's poor attendance. As a result, staff are not able to effectively monitor attendance in relation to risk or to take the necessary action should a student fail to attend. Attendance for students not on Student visas is satisfactory. However, in the majority of cases, attendance for those on a Student visa is unsatisfactory. Procedures for reporting to the Home Office are unsatisfactory, with students who should have been withdrawn not being reported in a timely manner. Pastoral support is good and provides an appropriate level of support and guidance for students. Arrangements for the safeguarding of students under the age of 18 are unsatisfactory and do not reflect official guidance. The management of home-stay accommodation is good and the schools residential accommodation excellent.
- 2.4 The effectiveness of governance, leadership and management is unsatisfactory. Oversight is effective in ensuring that good levels of education, pastoral support and health and safety are maintained. However, leaders do not have effective arrangements in place to ensure that the procedures for recording or monitoring of student attendance is appropriate or that students on Student visas are reported to the Home Office where necessary. In addition, safeguarding and staff recruitment obligations are not appropriately met. The school is successful in securing, supporting and developing sufficient high-quality staff. Quality assurance mechanisms are satisfactory and effectively support the development of the schools courses and the student experience. Procedures for the recruitment of staff are unsatisfactory. The school has not completed enhanced DBS checks on all new staff who have regular and unsupervised access to students aged under 18 years. The school does not have systematic arrangements in place to verify the previous employment history for all staff. The website is good and provides comprehensive information about the school and its courses.

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

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

- 3.1 The assessment of students prior to and on arrival is excellent. Comprehensive entry requirements are set and used effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, students undergo detailed assessment to ensure they have the required level of initial language skills for their course. The process is accurate, with students reporting that they are very satisfied with their course placements.
- 3.2 Results from continuous class assessment, regular progress testing, bi-termly English language level testing and tutorials are used very well to identify if a student's course is still at an appropriate level. Detailed advice is provided to students if they wish to move between classes. Excellent use is made of this information by teachers to guide their planning.
- 3.3 Comprehensive information, advice and guidance are made available to students through the school's website. The website is detailed and includes accurate information about the curriculum on offer. Students confirm that they are highly satisfied with the pre-enrolment advice they receive.

#### **3.(b) Suitability of course provision and curriculum**

- 3.4 The suitability of course provision and curriculum is good. The school has clear educational aims and objectives and offers an appropriate range of courses that meet the language needs of the students. The range of courses available provides students with appropriate progression opportunities into further study in-line with the Common European Framework of Reference for languages (CEFR).
- 3.5 The courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance.
- 3.6 Courses match those listed on the website and in other marketing materials.

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

- 3.7 The quality of teaching and its impact on learning is good. Detailed planning, together with a good understanding of the needs of each of their students, allows teachers to successfully plan lessons to meet individual learning needs. Teachers use a range of effective learning activities which engage and motivate students. As a result, students attending classes make good levels of progress in relation to their ability and starting points.
- 3.8 Teachers are experienced, well qualified and have good subject knowledge. Relationships at all levels are productive, with teachers and students working effectively together to enhance learning and progress. Lessons proceed at a good



pace and in most lessons engage students' interest and imagination. A good range of activities and approaches stimulates their interest, enabling students to make progress. Good quality paper resources are provided and are used effectively to promote learning. However, the use of information technology to support learning within lessons is limited.

- 3.9 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people, including those with the protected characteristics set out in the Equality Act 2010.
- 3.10 Assessment is regular and thorough and accurately identifies strengths and weaknesses in the students' progress. Written feedback is positive, encouraging and accurate; it clearly identifies areas for improvement. Good arrangements for tracking students' English language progress ensure that they are carefully monitored. As a result, managers, teachers and students are able to monitor their progress effectively.

### **3.(d) Attainment and progress**

- 3.11 Progress and attainment are good. Students receive a good education which reflects the aims of the school. They quickly develop their confidence in their learning, demonstrating good levels of knowledge, understanding and development of their language skills. The evidence from lesson observations shows that the overall standards being reached are good in relation to the students' starting points. Students report that they are happy with their progress.

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

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

- 4.1 Arrangements for the health, safety and security of the premises are excellent. The building is fit-for-purpose, very well maintained and provides a well-resourced learning environment which enhances the students' education. Classrooms are of an appropriate size, well-lit and well furnished. All electrical equipment is tested regularly as required by law. Toilet facilities are well maintained and adequate in number. Security arrangements are excellent. A wide range of detailed policies and procedures are in place to ensure the health and safety of students and staff.
- 4.2 Comprehensive measures are taken to reduce risk from fire and other hazards which conform to legal requirements. Health and safety policies and procedures are detailed, with clearly allocated responsibilities. Comprehensive general and fire risk assessments are carried out. Appropriate individual risk assessments are carried out for organised off-site activities. A sufficient number of trained fire marshals, first aiders, as well as first aid kits and accident books are in place. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out and appropriately recorded. In responses to questionnaires and in meetings with staff and students they report that they are fully aware of their responsibilities and that they have received appropriate health and safety training.
- 4.3 Proper provision is made for students who are ill or injured. The ground floor of the school is accessible by wheelchair users and the classrooms on this level are used for students who have mobility issues.

### **4.(b) Student registration and attendance records**

- 4.4 Arrangements for student registration are good. However, the recording of attendance is unsatisfactory. Admission procedures are detailed and properly observed. An admissions register is kept centrally which is accurately maintained and individual student files contain relevant information on admission details, academic records and, where appropriate, copies of student visas.
- 4.5 Attendance recording is unsatisfactory. Attendance data and records do not accurately identify or highlight students' poor attendance. As a result, staff are not able to effectively monitor attendance in relation to risk or to take the necessary action should a student fail to attend. Attendance for students not on Student visas is satisfactory. However, in the majority of cases attendance for those on a Student visa is unsatisfactory.
- 4.6 Procedures for reporting to the Home Office are unsatisfactory. Attendance requirements for students who are studying under Student visa arrangements are not fully understood or effectively implemented by staff. As a result, students who should have been withdrawn were not reported in a timely manner.

- 4.7 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

#### **4.(c) Pastoral support for students**

- 4.8 Pastoral support for students is good. Student welfare is a key priority and the school has an appropriate range of policies and procedures in place to meet its aim of providing a high-quality education with personal attention.
- 4.9 On arrival, a detailed induction helps students settle into their course quickly and know who to see and where to go if they have a concern. A highly developed system of progress reviews ensures that students' personal and academic development is reviewed regularly.
- 4.10 Relationships between staff and students and amongst the students themselves are good, with a strong culture of mutual respect, integration and tolerance. A comprehensive range of policies and procedures reinforce this culture and the expectations of behaviour and conduct. A detailed complaints policy is set out on the schools website and clear anti-bullying and anti-harassment policies and procedures are in place and implemented effectively.
- 4.11 Appropriate careers advice is available for students requiring support so that they are prepared for further study choices and life beyond their course. The school provides a varied social programme for its students in the form of trips and culturally based events.

#### **4.(d) Safeguarding Under 18s**

- 4.12 The safeguarding arrangements for students under the age of 18 are unsatisfactory. Safeguarding arrangements do not have proper regard to official guidance and the school is not meeting its own safer recruitment procedures. As a result, the school has not ensured that suitable enhanced Disclosure and Barring Service (DBS) checks have been completed when staff have a recent historical criminal record check from a previous employer. A designated safeguarding lead and deputy safeguarding officers are in place and have been trained to an appropriate level. Other school staff have undertaken a suitable level of safeguarding awareness training and are aware of the safeguarding procedures. There is a clear process in place for staff to record and report any safeguarding concerns. However, staff have not undertaken Prevent training. An accurate central register is maintained of suitability checks on staff appointments.

#### **4.(e) Residential Accommodation**

- 4.13 The quality of the schools residential accommodation is excellent and forms a valuable part of the students' education and personal development. The premises are secure and very well maintained and managed. Comprehensive health and

safety measures effectively reduce the risk of fire and other hazards. Facilities are of a very high standard and contribute well to the education and personal development of the students. Detailed risk assessments are carried out, and students are regularly asked for feedback. Students report that they are highly satisfied with the accommodation provided and feel that it is managed very effectively.

- 4.14 The arrangements for home-stay accommodation are good. Accommodation is of a good standard and well managed. Care and attention are taken in placing students with host families to ensure the best possible experience for students. As a result, students are effectively matched to home-stay families according to their needs and requirements. Students report that they are satisfied with their host families and the standard of their accommodation.

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

### **5.(a) Ownership and oversight**

- 5.1 Governance and oversight are unsatisfactory. The directors provide appropriate oversight and have a clear vision for the future of the school and effectively share this with staff. Oversight is effective in ensuring that good levels of education, pastoral support and health and safety are maintained. However, leaders do not have effective arrangements in place to ensure that the procedures for recording or monitoring of student attendance is appropriate or that students on Student visas are reported to the Home Office where necessary. In addition, safeguarding and staff recruitment obligations are not appropriately met.
- 5.2 All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.

### **5.(b) Management structures and responsibilities**

- 5.3 Management structures and responsibilities within the school are good. An appropriate management structure with clearly-defined roles and responsibilities is in place. Appropriately defined policies and procedures are introduced and regularly reviewed by senior managers. Communication between managers and other staff is good. Replies to the pre-inspection questionnaire and meetings with staff show that managers are highly supportive of the school.
- 5.4 The school is successful in securing and retaining appropriately-qualified staff. An appropriate system of staff review is in place and is used effectively to ensure staff are well qualified for the work they do.

### **5.(c) Quality assurance including student feedback**

- 5.5 Quality assurance including student feedback is satisfactory. A clear process of self-assessment and evaluation is used effectively to inform improvement planning and effectively ensures that the necessary finances and resources are in place to meet the changing needs of the school.
- 5.6 Procedures to obtain student feedback are in place. The data is effectively analysed, shared with staff and managers, and used regularly to inform teacher development, academic action planning and the identification of school priorities. Student attendance data is available and summarised. However, the data is inaccurate and fails to ensure key issues are highlighted for leaders and managers. Consequently, issues regarding student attendance have not been effectively identified or actioned.
- 5.7 The complaints procedure is clear and appropriate.

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

5.8 Staff recruitment, qualifications and suitability checks are unsatisfactory. An appropriate recruitment policy is in place which reflects the requirements of safer recruitment. Staff qualifications and their identity and right to work in the UK have been appropriately checked. However, the school has not completed enhanced DBS checks on all new staff who have regular and unsupervised access to students aged under 18 years. The school does not have systematic arrangements in place to verify the previous employment history for all staff. As a result, not all staff references have been verified.

**5.(e) Provision of information**

5.9 The provision of information is good. The website is clear and user-friendly. Prospective students are able to access accurate and relevant information to inform their study choices.

5.10 The school was very responsive in providing information for the inspection in a timely manner.

## 6. ACTIONS AND RECOMMENDATIONS

### Actions required to meet the Standards

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

- Ensure that the school maintains an accurate admission register and an accurate attendance register **[Standard 33]**.
- Ensure that the school reports to the UKVI as required, when a student fails to enrol or otherwise discontinues study or does not fulfil Home Office requirements for attendance **[Standard 34]**.
- Ensure appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe **[Standard 40]**.
- Ensure that the leadership of the school provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the schools stated purpose, or its aims and ethos **[Standard 45]**.
- Fully implement recruitment and safeguarding policies and procedures and ensure that records are complete and accurate **[Standard 55]**.

### Recommendations for further improvement

In addition to the above action points, the school should:

- Ensure that relevant staff undertake appropriate Prevent training.
- Ensure that all safer recruitment practices are followed, including the verification of new employee's references.
- Develop the use of information technology in lessons to support learning and engage the learners.

## INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students and staff. They held discussions with senior members of staff and attended registration sessions. The responses of students and staff to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Dr Nigel Chambers	Lead Inspector
Mr Benjamin Llewelyn	Team Inspector
Mr John Rooney	Team Inspector