



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

ADAM ACADEMY

Full Name	Adam Academy
Address	Duru House, 101 Commercial Road, London, E1 1RD
Telephone Number	020 7377 6444
Fax Number	020 7375 1556
Email Address	info@adamacademy.org.uk
Website	www.adamacademy.org.uk
Principal	Mr Mahbubur Rahman
Proprietor	Mr Mahbubur Rahman, Mr Mohammad Imran Hossain Mazumder, Mrs Riffat Shara, Mr Paramesh Das
Age Range	18+
Total number of students	4
Numbers by age and type of study	18+: 4 FE only: 4
Inspection dates	27 – 29 May 2014

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Adam Academy aims to provide students with the opportunity to study for recognised qualifications at an affordable price. It is established as a company limited by guarantee. The principal and director of operations are also proprietors, together with two additional non-executive directors. The college was originally incorporated in February 2013, as Maryam Academy. It changed its name to Adam Academy in May 2013. It is based in East London.
- 1.2 The college is currently running a Higher National Diploma (HND) in business at level 5. It also offers A-level courses in accounting, business studies, mathematics, statistics and economics. Four students are enrolled at the college. They are all female and Bangladeshi British. Their ages range from 18 to 23.
- 1.3 Students are enrolled twice a year in September and January. They are selected on the basis of their existing qualifications, work experience and an interview. All the students have English as a first language and none have been identified as having special educational needs/disabilities (SEND).

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment prior to and on arrival is effective in ensuring students are suitable for the level of course they are enrolled on. Individual learning plans (ILPs) are used very well to set initial goals and to record progress. The curriculum meets the students' needs and is in line with Home Office requirements. The quality of teaching and its impact on learning is excellent. Teachers use varied and engaging learning activities and resources that encourage students to work collaboratively and enthusiastically. Therefore they are able to effectively apply their learning to real life. On-going assessment procedures are thorough and regular. Appropriate additional one-to-one tutorial support is provided for students. Academic staff are not specifically trained in identifying learning difficulties to ensure that specific needs are met from the start of the programme. Attainment and progress are good. Students confirm they are making good progress.
- 2.3 Students' welfare, including health and safety, is good. Appropriate arrangements ensure the health and safety of staff and students. Staff are well trained and regular checks ensure that standards for fire safety and first aid are maintained. The college does not have an effective system for ensuring that it is routinely aware of all health and safety checks carried out by the landlord to ensure compliance. Substantial investment is being made in the premises to provide additional private study facilities for students. Student registration and attendance records are meticulous and accurate. Attendance recording, monitoring and reporting procedures are effective and meet Home Office requirements. Pastoral support for students is excellent. Appropriate policies, to ensure effective integration, are well communicated at induction. Students are highly positive about their experience at the college. Inspection findings confirm this view.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors work very well together to set a clear vision and strategy for the future development of the college. Senior managers have established clear plans to deliver the strategy, although these lack the systematic setting of targets. Very good quality assurance methods include student feedback and the review of students' achievement and progress. These are effective in ensuring the high quality of the teaching, learning and assessment. Staff performance is regularly monitored through appraisals and lesson observations. Teachers receive useful feedback. Resulting objectives are not always sufficiently specific to ensure appropriate action is taken. Staff suitability checks are rigorous and the provision of information is very good.

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

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

- 3.1 Initial assessment, both before and after arrival, is fair and effective in placing students on the right level of course. Procedures for the recruitment of students are good and include a face-to-face interview. This enables an accurate assessment of the students' spoken English language proficiency.
- 3.2 On arrival, ILPs are prepared for all students. These contain clear targets and initial advice from teachers. They are used well, by teachers, to prepare their lessons and to ensure individual students' needs are met. Teachers and administrative staff provide accurate initial support and guidance to students. Comprehensive and useful information about the academic requirements of the courses is also provided in the student handbook.

3.(b) Suitability of course provision and curriculum

- 3.3 The suitability of the course provision is good. It fully meets the students' objectives, which are to go on to study for the final year of a degree at university. Voluntary classes in study skills, information technology and English language enable students to access appropriate additional support. A programme of enrichment activities provides students with good opportunities for their cultural development and enjoyment. Courses offered meet Home Office requirements. The HND course is fully and accurately described on the website and prospectus.
- 3.4 The large majority of students, who were enrolled in the college's first full year of teaching, completed the course they initially registered for.

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

- 3.5 The quality of teaching is excellent and is effective in promoting students' progress. Teachers have very good subject knowledge and prepare their lessons well, using detailed lesson plans. They make very good use of innovative learning resources, such as games and videos. Students work well collaboratively and demonstrate high levels of enthusiasm and engagement. Varied and challenging learning activities are clearly directed towards helping students to be successful in their assignments, which constitute the final assessment for the course. Teachers use very good examples, which relate to real life situations. As a result, students are able to apply their learning and to demonstrate skills as independent learners and to take responsibility for their progress. Students say that they enjoy the teaching and that they get sufficient additional one-to-one tutorial support. Inspection findings support this view.
- 3.6 Assessment of students' progress is fair, accurate and carried out regularly. Teachers provide constant and useful feedback to students on their work, so that they understand how they can improve. Appropriate advice is given and targets are set,

during tutorials, and are recorded in ILPs. ILPs are very effectively monitored and provide an on-going and detailed record of students' progress throughout their course. Therefore, students are kept on track to ensure they complete all the assignment work by the end of the course.

- 3.7 Any particular individual learning needs, which are declared by students, are discussed at the initial tutorial meeting and recorded in the ILP. Additional classes are scheduled and provide useful support. However, arrangements to identify and meet specific learning difficulties, to ensure appropriate support is provided from the start of the programme, are underdeveloped.

3.(d) Attainment and progress

- 3.8 Attainment and progress are good. The results of the internal assessment indicate that all students, who have completed the course, have achieved the required standard to be successful and will achieve the qualification. The scrutiny of current students' written work, demonstrates an appropriate level of achievement and learning. Students are proud to show and discuss their work and what they have learnt. It is clear, from lesson observations, that students are fully engaged with their studies and are enthusiastic about their lessons.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Health, safety and security of the premises are good. Arrangements to ensure the health and safety of staff and students are effective and include very good provision for students who are ill or injured. Staff are well trained in both fire safety and first aid. Appropriate measures are taken to reduce risk from fire and other hazards. These include up-to-date fire and general risk assessments, including for off-site visits. Practice evacuations and testing of fire safety equipment take place regularly, although managers are not routinely aware of when the landlords carry out fire alarm maintenance. Portable appliance testing is up-to-date.
- 4.2 The college has appropriate health and safety and first aid policies. These are effectively communicated to students at induction and comprehensive information is provided in the student handbook. In interviews, students demonstrate good awareness of health and safety procedures. In addition, health and safety are regularly discussed at staff meetings so that any issues can be dealt with in a timely manner.
- 4.3 The premises are fit-for-purpose, clean and adequately decorated. The classrooms are spacious, well equipped and appropriately furnished. They provide a good environment for teaching and learning. Substantial investment is being made to provide additional private study facilities for students, with the construction of a library and computer room underway. At the time of inspection, students have access to these facilities, which they share with another college, on the floor above. The premises are accessible to wheelchair users.

4.(b) Student registration and attendance records

- 4.4 Very good and efficient procedures result in properly maintained and accurate admission and attendance records. Students' files are meticulously kept and all personal information is regularly checked and up-dated which ensures its accuracy.
- 4.5 Attendance is effectively recorded and includes details of late arrivals and early departures. Attendance is well monitored and appropriate action is taken in the event that classes are missed. Useful reports on attendance are produced to assist with monitoring. Reporting arrangements meet Home Office requirements. Students are well aware of the importance of good attendance, which is covered at induction and included in a learning agreement signed by each student. Attendance levels are good.
- 4.6 The policy for the collection and refund of fees, deposits and refunds is clear and fair.

4.(c) Pastoral support for students

- 4.7 Pastoral support is excellent and fully meets students' needs. Staff members provide very effective support and foster highly effective relationships between staff and

students and among the students themselves. Students appreciate the family atmosphere that exists. They know who to go to with a personal problem. Induction is thorough and, therefore, students are well aware of key policies and procedures. The college effectively implements and communicates appropriate policies on pastoral care, equal opportunities and to prevent bullying and harassment. No incidents of bullying or harassment have been recorded.

- 4.8 Students have access to very good and detailed information on further study opportunities, which enables them to make informed choices about their progression.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are good. The proprietors fully discharge their responsibilities for educational standards, financial planning and investment in the accommodation and resources. Two of the proprietors are based at the college and have a very good insight into its day-to-day working. They work very well together to develop a clear vision and strategy for growth, based on their knowledge of overseas markets.
- 5.2 All necessary legal permissions, from relevant bodies, are in place. The proprietors are clear about how they judge the success of the college. They are effective in exercising their monitoring role, and providing support, challenge and stimulus for growth and improvement.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. Leadership and management provide clear educational direction and have set priorities for the future. Clear plans, based on research, outline the future development of the curriculum. Decisions on strategy are recorded in development and business plans and in notes of formal staff meetings. Planning for growth and the development of the curriculum lacks systematic target-setting, for example on achievement and attendance. This limits the college's ability to effectively assess success in the achievement of the college's goals.
- 5.4 The college effectively evaluates its provision using a variety of appropriate methods, including student feedback and review of students' achievement. A very good range of appropriate, comprehensive and clear policies are implemented, although the system for their regular review to ensure they are up-to-date and relevant is underdeveloped.
- 5.5 Management is successful in securing well qualified staff. Performance is reviewed through regular, recorded lesson observations, carried out by other teachers and the director of studies. Teachers confirm they find the observations and the feedback they receive, very helpful. Inspection findings confirm this view. The performance of all staff is regularly appraised to ensure that performance levels are maintained. The resulting recommendations for improvement and training, including from lesson observations, are not always sufficiently specific and measurable to ensure effective action is taken in a timely manner. A log of the activities, that staff undertake to ensure their continuing professional development (CPD), is maintained in staff files.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance is good. Appropriate and comprehensive policies are effectively implemented, to ensure the quality of the provision. Teaching and learning quality is

measured by the results of student questionnaires, lesson observations and the analysis and review of students' performance data, including the results of internal progress monitoring. Senior managers regularly discuss academic matters in staff meetings and informally.

- 5.7 Good arrangements are in place to collect students' feedback regularly, using a well-developed questionnaire. The outcomes are reviewed and used to make any necessary changes to enhance the student experience. Interviews with students indicate high levels of satisfaction with the college's provision and the support they receive from the staff. Inspectors agree with the students' views.
- 5.8 An effective complaints procedure includes recourse to an independent external adjudicator. To date there have been no formal complaints. Students confirm that any issues have been resolved through informal discussion with staff. The college does not participate in a fee protection scheme.

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

- 5.9 The college applies thorough and reliable arrangements for checking the suitability of staff, including all necessary pre-employment checks. Well-kept staff files contain evidence of checks on qualifications and the right to work in the UK, as well as the provision for taking up references, when required.

5.(e) Provision of information

- 5.10 The provision of information is very good. The website and prospectus provide all the required information, as specified in the Educational Oversight Standards. The website is comprehensive and easy to use. The information provided includes relevant policies and helpful information for prospective students. The website and prospectus accurately represent the courses and the college's facilities. The college provided all the information for the inspection very efficiently.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the good quality provided, the college should:

- Improve growth and curriculum development planning so that it results in the setting of realistic but challenging targets to ensure the achievement of the college's goals.
- Improve staff appraisal and lesson observations 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 college 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.

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 two of the proprietors. The responses of staff to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Ms Diana Morriss	Lead Inspector
Mr Peter Casey	Team Inspector