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Education and Training Inspectorate

**Educational Oversight Inspection
(Home Office)**

**Annual Monitoring Review
Inspection Report**

North West Academy of English

June 2017

A full Educational Oversight inspection was carried out in the North West Academy of English in February 2014. The first Annual Monitoring Review inspection was carried out in May 2015, and the second in May 2016 which highlighted the most important developments that had taken place since the previous inspection visit:

- the organisation had re-located to new premises which provided a larger learning and teaching space, an improved information technology (IT) infrastructure, and access to an increased range of social facilities;
- an internal review of learning and teaching resources had been carried out and a significant investment had been made in a range of new resources and IT equipment for staff and students;
- staff had continued to support on-going improvements in the quality of learning and teaching through their participation on a number of European projects and other training events, and two members of teaching staff had completed an online Content and Language Integrated Learning (CLIL) course to support the delivery of specialist subject areas through English;
- the organisation had achieved accredited status as a Secure English Language Testing (SELT) preparation centre and an off-site test centre for International English Language Testing System (IELTS) examinations;
- an in-house teacher training course had been added to the curriculum offer, and the organisation had also supported the delivery of two externally funded English language programmes to a group of female newcomers and a number of newcomer families; and
- a new placement officer and social co-ordinator had been appointed, and updated safeguarding/child protection training was undertaken by management and staff.

The inspection also identified the need for development in the following areas:

- to continue to develop, and use more consistently, the processes for self-evaluation and, in particular, quality improvement planning. This includes the need to more clearly identify and prioritise key areas for improvement, and use more specific targets against which progress can be measured, in the quality improvement plan; and
- to implement the virtual learning environment, to support learning and teaching, as soon as possible.

Inspection Overview

A third Annual Monitoring Review inspection was carried out in June 2017. This involved a scrutiny of the inspection documentation submitted to the Education and Training Inspectorate (ETI) by the North West Academy of English prior to an inspection visit to the organisation by the reporting inspector.

During the visit, the reporting inspector spoke to the operations director, the head of department for education, learning and teaching, the general manager, the office manager, the social programme co-ordinators, and two members of the teaching staff; one lesson was observed; a focus group meeting was carried out with seven learners; and other relevant documentation was scrutinised.

The reporting inspector evaluated the quality of the self-evaluation report which was submitted by the North West Academy of English prior to the annual monitoring review inspection, and reported to the organisation during the visit that, while it was of an appropriate quality, the processes used for quality improvement planning remained in need of further development.

Changes to the provision

In the interval since the second Annual Monitoring Review inspection, the North West Academy of English has taken the following actions, which affect its provision:

- the organisation has undergone an internal restructuring process and a review of the roles and responsibilities of staff has been carried out. As a result, a new general manager and an office manager have recently been appointed, and a new summer school director is also now in post;
- an external writer has been commissioned to develop printed learning materials; and
- the organisation has been accredited to deliver Trinity College London's teacher training Certificate in Teaching English to Speakers of Other Languages (Cert TESOL) which has been added to the curriculum offer.

Main developments

The following are the most important developments that have taken place since the second annual monitoring review inspection:

- an enhanced programme of social activities has been designed and put in place to complement more appropriately the English language provision and provide the learners with a wider range of opportunities to develop their spoken English;
- investment in the development of online and printed learning resources has continued, including work to develop new content and language integrated learning (CLIL) courses which are a growing area of provision;
- learner numbers have increased and are predicted to exceed the target set, by approximately 10%, for the current year;
- links have been developed to a number of external training organisations in Northern Ireland to support the continuing professional development of staff, and a number of in-house staff training events have also taken place;
- a review of learning and teaching strategies has been implemented due to the identification of a small, but increasing, number of younger learners who present with motivational issues and other learning support needs;

- management have taken the decision to suspend the implementation of the virtual learning environment due to on-going planning and operational reasons; and
- safeguarding arrangements have been reviewed as part of an annual review process, and currently reflect Departmental guidance.

Further improvement

To improve the quality of the provision further, the North West Academy of English needs to take action to address the following areas:

- while the processes used for self-evaluation have been further developed, including the implementation of the revised inspection and self-evaluation framework (ISEF), and the quality of the self-evaluation report has improved, more work needs to be done to develop the processes used for quality improvement planning, particularly the identification of key priorities for development and the use of more specific targets against which progress can be measured.

Overall effectiveness outcome

The North West Academy of English demonstrates the capacity to identify and bring about improvement in the interests of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing the areas for improvement through the Annual Monitoring Review inspection process.

Quantitative terms used by the ETI

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The ETI use the following performance levels when reporting on Achievement and standards, on Provision for learning, and on Leadership and management:

Performance level ¹
Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness outcome

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

Overall effectiveness outcome - Annual Monitoring Review inspection
The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing any area(s) for improvement through the Annual Monitoring Review inspection processes.
The organisation demonstrates the capacity to identify and bring about improvement in the interests of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing the areas for improvement through the Annual Monitoring Review inspection process.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The inspection confirms that it no longer meets the requirements for Educational Oversight. The organisation should refer to the Home Office Guidelines for Educational Oversight ² .
The organisation needs to address urgently the significant areas for improvement identified in the interests of all the learners. The inspection confirms that it no longer meets the requirements for Educational Oversight. The organisation should refer to the Home Office Guidelines for Educational Oversight ² .

Key Performance Indicators

Key Performance Indicators and Definitions	
Retention	The percentage of learners who complete their. English language course, out of the number of learners enrolled at the beginning of the course. Retention rate = Number Completed / Number Enrolled
Achievement	The percentage of learners who completed and achieved all, or partially achieved some, of the components of their English language course: Achievement Rate = (Full Achievement + Partial Achievement) / Number Completed.

¹ The ETI performance levels were revised with effect from 1 September 2015

² In the case where an organisation fails to maintain Educational Oversight, it should refer to the Home Office guidelines for Educational Oversight – <https://www.gov.uk/government/publications/sponsor-a-tier-4-student-guidance-for-educators>

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