

Education and Training Inspectorate

Educational Oversight Inspection (Home Office)

Annual Monitoring Review Inspection Report

North West Academy

May 2016

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>

A full Educational Oversight inspection was carried out in the North West Academy in February 2014. The first Annual Monitoring Review inspection was carried out in May 2015 and highlighted the most important developments that had taken place since the original inspection including:

- the greater autonomy and responsibility given to departmental managers and teaching staff to promote improvement within their specialist areas;
- the on-going continuing professional development opportunities provided to teaching staff to support the delivery of specialist subject areas through English, including their participation in a number of European projects;
- the investment in information and learning technology, including the use of mobile devices, to support on-going improvements in the quality of learning and teaching;
- the implementation of a virtual learning environment to support students in their learning; and
- the action taken to address the areas for development identified in the original ETI inspection report, particularly the implementation of a more integrated electronic system to record information and monitor the progress of the learners on their programmes, and the improved arrangements for action planning as part of the self-evaluation and quality improvement planning processes.

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

- the further refinement and development of the self-evaluation and quality improvement planning processes to review and monitor the overall quality of the provision, including the use of more evaluative language in the self-evaluation report and SMART targets in the quality improvement plan.

Inspection Overview

The second annual monitoring review inspection was carried out in May 2016. This involved a scrutiny of the inspection documentation submitted to the Education and Training Inspectorate (ETI) by the North West Academy prior to an inspection visit to the organisation by the reporting inspector.

During the visit, the reporting inspector spoke to the chief executive, the operations director, the head of department for education, learning and teaching, a placement officer, a marketing officer, the social programme co-ordinator, and two members of the teaching staff; one lesson was observed; a focus group meeting was carried out with five learners; and other relevant documentation was scrutinised.

The reporting inspector evaluated the quality of the self-evaluation report which was submitted by North West Academy 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 self-evaluation and quality improvement planning were in need of further development.

Changes to the provision

In the interval since the first annual monitoring review inspection, North West Academy has taken the following actions, which affect its provision:

- the organisation re-located to new larger premises in January 2016;
- the organisation has become 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 has been added to the curriculum offer, and the submission to become an examinations centre for Trinity College London's Certificate in Teaching English to Speakers of Other Languages (Cert TESOL) is progressing; and
- a new placement officer and social co-ordinator have been appointed.

Main developments

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

- the new premises provide a larger learning and teaching space with an improved information technology (IT) infrastructure, and access to an increased range of social facilities. They have allowed management and staff to begin to consider and plan for the delivery of a more integrated provision, in terms of developing opportunities to better support language development through social activity, and have provided the potential to expand the curriculum offer and to further increase student numbers;
- an internal review of learning and teaching resources has been carried out and informed the decision to make a significant investment in a range of new resources. Plans are also in place to develop and print a number of in-house learning resources;
- a significant investment has been made in the purchase of IT equipment for staff and students, and a wider range of apps are being used to support learning and teaching. While the development of a virtual learning environment is ongoing, the pace of implementation is slow and it remains an area for development;
- two members of teaching staff have completed an on-line Content and Language Integrated Learning (CLIL) course to support the delivery of specialist subject areas through English;
- staff have continued to work on a number of related European projects and have participated in other training events to support ongoing improvements in the quality of learning and teaching;
- the organisation has supported the delivery of two externally funded English language programmes, one to a group of female newcomers, and the other to a number of newcomer families; and

- updated safeguarding/child protection training has recently been provided to management and staff.

Further improvement

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

- to continue to develop, and become more consistent in the use of, the processes used for self-evaluation and, in particular, for quality improvement planning. The key strengths and areas for improvement identified in the self-evaluation report are not effectively prioritised or included in the quality improvement plan, and the use of specific targets against which progress can be measured are under-developed.
- to implement the virtual learning environment, to support learning and teaching, as soon as possible.

Overall effectiveness outcome

North West Academy 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.

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