



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

MONITORING VISIT

CRANFIELD FLYING SCHOOL

Full Name	Cranfield Flying School
Address	Building 187, Cranfield Airport, Cranfield, Bedfordshire, MK43 0JR
Telephone Number	01234 752272
Email Address	info@cranfieldflyingschool.com
Website	www.cranfieldflyingschool.com
Principal	Mr Mohammad Ali
Proprietor	Mr Mohammad Ali
Age Range	18+
Total number of students	12
Numbers by age and type of study	18+:12
Numbers by age and type of study	FE Only: 12
Inspection date	24 March 2015

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

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.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	5
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	6
6 ACTIONS AND RECOMMENDATIONS	8
INSPECTION EVIDENCE	9

1. CHARACTERISTICS AND CONTEXT

- 1.1 Originally established in 1993 as Coulson Flying School the company was incorporated as Cranfield Flying School in 2006. The proprietor is also the school's principal who oversees the running of the school through a chief operations manager and management team. The school has occupied premises on Cranfield University campus for more than 20 years. Cranfield Flying School aims to inspire, empower and educate. Its mission is to provide quality training to ensure that students get the very best from their chosen career.
- 1.2 At the time of inspection there were 12 students enrolled, 10 were undertaking their private pilot's licence (PPL) and two completing their Flying Instructor Certificate (FIC). The school also offers the commercial pilots licence (CPL), multi-engine course and courses in instrument rating certification (IR) airomatic training and instrument meteorological conditions (IM). It also provides civilian licence validations to Cranfield University instructors. All courses are modular and are in accordance with European Aviation Safety Agent (EASA) and Civil Aviation Authority (CAA). Initial teaching takes place on the airfield and further teaching is incorporated into the flight training.
- 1.3 Selection is designed to meet individual students' needs and reflects the school's principle of provision adapted to meet individual or group needs. All students currently enrolled are resident in England and are UK citizens; there are no students studying on Tier 4 visas. The vast majority of students are male. The school accepts students from 18 years and upwards. No students require support with English language. The flying school has not identified any students with special educational needs and/or disabilities (SEND).
- 1.4 The recommendations from the previous report are:
- Formalise the monitoring of management procedures to improve the effectiveness of management.
 - Collect and centrally analyse data on student progress from the briefing, debriefing and ground school training sessions to improve monitoring of progress.
 - Formalise the recording and analysis of teachers' performance to improve teaching strategies.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 18-20 March 2014 the flying school was found to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Courses are structured to meet the individual needs of students. Training programmes conform to the European Aviation Safety Agent (EASA) and the Civil Aviation Authority (CAA) approved syllabi leading to pilot licence. Students' prior assessment is effective in selecting students and confirming their aptitude and commitment. Teaching is good overall and some is excellent. Instructors are highly skilled and knowledgeable, planning good lessons with clear objectives. Internal assessments and effective feedback prepare students well for the external CAA examinations. Satisfactory progress has been made in recording the progress of individual students; however, information on student performance is not centrally analysed or used effectively to monitor progress or promote improvement. Student completion rates are high and achievement against national CAA standards is good.
- 2.3 Students' welfare, including health and safety, is excellent. All health and safety requirements are successfully addressed and effective measures are in place to ensure a safe environment. Detailed records of health and safety checks are maintained. The school complies with the CAA regulations and with the requirements of the university campus where it is located. Records of student registration and attendance are accurate and there is an effective attendance policy. There are currently no students enrolled on Tier 4 visa arrangements but procedures are in place to satisfy Home Office reporting requirements. Support for students on personal matters is good and there is access to the university student welfare service. There are effective policies to safeguard individuals.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietor is successful in sharing his vision for the school with staff. Leadership is effective in meeting the schools aims, which are reflected in good levels of student achievement and support. Relationships between staff and management are good. The proprietor is successful in appointing good quality staff and supporting their development. Good progress has been made in improving the effectiveness of management through the development of the management structure. Regular management meetings are effective in setting targets and timescales but staff are not fully engaged in the preparation of the self-evaluation report or the school strategic plan. Quality processes are highly developed and well managed but do not form part of a coherent strategy from which priorities for improvement can be identified. Satisfactory progress has been made in monitoring teaching. However there is no systematic observation of teaching.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Collect and centrally analyse data on student progress from the briefing, debriefing and ground training sessions to improve monitoring of progress
- 3.3 Satisfactory progress has been made on this recommendation. Thorough information is maintained on each individual student's flying log in compliance with CAA specifications. In addition the school has developed highly effective systems of recording student information electronically to enable rapid access to all personal details and records of performance. The information on student performance is not centrally analysed or used effectively to monitor student progress and inform improvement.
- 3.4 Prior assessment is thorough and includes tests and interview to determine aptitude and commitment. This is effective in selecting candidates for flight training and identifying any additional support needs. When students are identified with mild learning difficulties they receive informal support from the instructors.
- 3.5 Courses are effectively tailored to meet individual student needs. The CAA does not impose any academic requirements for entry; courses are modular and follow CAA regulated curricula.
- 3.6 Teaching is good overall and some is excellent. Instructors are highly knowledgeable and establish excellent rapport with students. Lesson planning is good and draws on past experience and student performance to set objectives. Ground school theory and practical teaching are good; effective use of questioning during instruction sessions maintains students' interest and involvement. Students are assessed well; feedback is comprehensive and constructive resulting in good progress. Internal assessment is thorough and prepares students well for the external CAA examinations. Resources for teaching are good and meet requirements for theory and practical flying sessions.
- 3.7 Students make good progress and perform well against CAA professional standards for licensing. Most students successfully complete their courses in good time.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 The management of health and safety is excellent. The flying school complies with health and safety requirements for CAA and demonstrates full regard for health and safety including first aid and fire safety. Located on the university campus the school also conforms to the university safety and security requirements. There are effective safety policies in place which are communicated to all staff and students. Records of equipment checks, testing of alarm systems and evacuation drills are detailed and well maintained. Signage is clear and visitors are given health and safety information. A high proportion of staff are trained in first aid and as fire marshals. There are highly effective arrangements in place to ensure the safety of students and staff. Rigorous risk assessments are carried out and updated for all aspects of the flying school's activities.
- 4.3 Flight safety is good. All procedures conform to CAA regulations and are monitored by CAA. Flying records are accurately maintained; maintenance logs for aircraft are detailed and accurate in accordance with CAA requirements.
- 4.4 Premises are good. They are fit for purpose and have good disabled access and facilities. Security arrangements are good for the buildings and outside areas. Washrooms are sufficient for all staff and students. Teaching rooms and public areas are well decorated and maintained in a clean, hygienic and tidy state. Heating, ventilation, lighting and sound insulation are satisfactory. Furniture and fittings are appropriate to the needs of students and staff.
- 4.5 The flying school maintains accurate records of student registration and attendance. Clear admissions procedures, fees and refunds are well publicised on the school website. Levels of attendance are high; current students are part-time and arrange flying lessons at times convenient to them and their instructor. An effective attendance policy is in place supported by detailed systems for reporting to the Home Office where a student should fail to enrol or discontinue study. There are currently no students studying under Tier 4 visa arrangements for whom these would apply.
- 4.6 There is effective support for students on pastoral and personal matters through their instructor. All staff are accessible and the school encourages staff to be available to students at all times. In addition students have access to the university student welfare system. There is a good induction programme which includes a flying taster and introduces legislation, requirements of the flying licence and the courses offered. Students have good access to professional aviators with a wide range of experience of the industry for careers advice and guidance.
- 4.7 The flying school has clear and effective policies to safeguard individuals. There are no recorded incidents relating to safeguarding or harassment.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Formalise the monitoring of management procedures to improve the effectiveness of management.
 - Formalise the recording and analyses of teachers' performance to improve teaching strategies.
- 5.3 Good progress has been made in the first recommendation. Management effectiveness has been improved through the development of a good management structure which has been communicated well to all staff. All staff have clear, detailed job descriptions and are clear about their role and accountabilities. There are effective, regular, senior management meetings which are fully minuted and result in an action agenda with targets and timescales.
- 5.4 Satisfactory progress has been made in the second recommendation. Teaching observations or repeat instruction sessions are carried out where concerns are raised. There are no systematic regular teaching observations conducted by senior staff contributing to staff performance management and linking to staff development. There are effective instructor meetings and a well-structured peer teaching observation process. These are used to develop new teaching strategies and afford opportunities to share good practice.
- 5.5 The proprietor communicates his vision for the school effectively and engages staff well in implementing it. The leadership of the school provides clear direction and addresses its aims well which is reflected in students' achievements and the level of individual support. The relationship between staff and management is good and supports the activities of the school efficiently. Communication between staff and management is effective. The proprietor is very successful in appointing and developing good quality staff. The vast majority of instructors have undertaken their training through Cranfield Flying School and have continued into the school's employment.
- 5.6 The school has a robust set of policies which meet the requirements of the CAA. These are regularly reviewed and updated.
- 5.7 There is a rigorous quality management policy managed by the compliance officer. The procedures are highly developed and subject to formal approval by the CAA but do not form part of a coherent strategy from which priorities for improvement can be identified. There is little staff involvement in the development of the self-evaluation report or strategic plan. Most staff are unaware of the school's strengths or areas for development and what they need to do to support improvement of the educational experience for students.

- 5.8 The school has a clear complaints policy which allows for written records to be kept at each stage and for independent arbitration should the issues not be resolved internally.
- 5.9 There is a thorough staff appointments policy which details the checks which are made on all staff prior to appointment. Records of checks are detailed on staff files. These are confirmed with CAA as the licensing authority. All pilots and instructors are checked for suitability through the Disclosure and Barring Service (DBS). This is an industry requirement.
- 5.10 Information provided on the website is detailed and accurate showing the range of courses offered by the school.

6. ACTIONS AND RECOMMENDATIONS

The school has maintained the good quality found at the last inspection.

Recommendations for further improvement

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

- Develop the quality procedures which ensure that priorities for improvement are identified.
- Introduce a systematic process for observation of teaching and learning carried out by senior managers.
- Improve the central analysis of information on student performance to monitor progress effectively
- Engage staff fully in the preparation of the self-evaluation report and the development of the strategic plan.

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 the proprietor. The inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Peter Wood	Lead Inspector
Ms Beth Maloney	Team Inspector