



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

MONITORING VISIT

ANGLO-CONTINENTAL

Company Registration No. 1174957

Full Name **Anglo-Continental**

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Director of Studies Mr Steve Millar

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Age Range 10+

Total number of students 155

Numbers by age and type of study
16 – 17: 4
18+: 151
EFL only: 155

Inspection date **7 February 2017**

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Anglo-Continental is a private English language school founded in 1950 and located in Bournemouth. It is a family run private limited company with two members of the family forming the board of directors. The managing director is actively involved in the management of the school and leads the senior management team. The school's mission is to teach English in England to students from around the world through total immersion in the language, making learning easier, faster and more enjoyable.
- 1.2 The school offers general English and examination preparation courses. It also offers an academic study programme for those preparing for higher education, and a range of specialist English courses. These include English for specialist purposes, for example for pilots and air traffic controllers, small group and one to one executive programmes and teacher training courses. Adult courses, for those aged 16 years and upwards, run throughout the year. In addition, young learner and vacation courses run in January and the summer for those aged 10 to 19 years.
- 1.3 At the time of the inspection there were 155 students enrolled, aged between 16 and 56 years. The majority of students are male and come from a wide range of countries, including Columbia, Italy, Kuwait, Oman, Saudi Arabia, South Korea and Turkey. All students speak English as an additional language.
- 1.4 The school operates continuous enrolment, and students apply directly to the school or through an agent after receiving advice on which course is appropriate to them given their English language ability, age and educational objectives. At the time of the inspection there was one student identified with language or learning difficulties.
- 1.5 The school was last inspected on the 1 to 3 March 2016 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
 - Ensure that attendance systems provide managers with a readily accessible overview of class attendance.
 - Ensure that pre-enrolment guidance provides all students with realistic expectations regarding specialist course options.
 - Share good practice among teachers to improve consistency in the quality of lessons.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 1 to 3 March 2016 the language 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. Assessment prior to and on arrival is very good and results in students being placed on courses which meet their needs. Pre-enrolment information and guidance is accurate and effectively identifies the specific requirements of each course. Effective systems are in place to identify and support students with additional learning needs. Course provision is well-planned, offering a wide range of courses which meet students' needs well. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching is good. The vast majority of lessons are well planned, using a variety of appropriate teaching strategies to involve students well. As a result, they learn quickly and make good progress. A small minority of lessons are less effectively planned and managed, and students are not sufficiently involved in learning. Teachers are supported by a well-designed programme of development sessions to increase the quality of teaching. Students make good rates of progress on general English courses, and achievement on external examinations is good overall.
- 2.3 Students' welfare, including health and safety, is excellent. Health and safety is very well managed, with comprehensive policies and procedures which are closely monitored and fully implemented. The premises are of a high standard. They are very well maintained and secure. Admission records are accurate and well organised. An electronic system has recently been introduced for recording attendance; this has resulted in an accurate and accessible attendance record, and thorough attendance monitoring. Pastoral care is excellent with comprehensive support provided by very well trained staff. Students value the support they receive on personal matters. On arrival, an effective induction programme prepares students well for their time at the school. There is an excellent social activities programme which enhances students' learning experiences. Risk assessments are carried out for all student activities. However, the records of these do not include appropriate details of the students attending to ensure activity leaders understand students' needs. Safeguarding is excellent, with very effective arrangements to ensure that the needs of students under 18 years are met.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight are excellent. The managing director is fully involved in all operational and strategic matters as a member of the senior management team. He monitors all aspects of the school's performance very closely, and ensures that the school is well resourced and that effective policies are in place and are well implemented. Management is good, with a comprehensive management structure and regular meetings. This ensures good communication on most issues, but after recent changes to the management structure a very small minority of staff responsibilities have not been fully clarified. Quality assurance is very good. Data from student

feedback and course reviews are used effectively to identify priorities for development, and there is a systematic approach to action planning. This results in regular changes to improve provision. Performance reviews of staff are not undertaken systematically and lesson observations of teachers have been limited over the last year. As a result, most staff have few formal opportunities to discuss their work and identify development targets with their line managers. Procedures for staff selection and recruitment are excellent, with all appropriate suitability checks taken for new staff appointments.

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 recommendations in this area from the previous inspection report are:
- Ensure that pre-enrolment guidance provides all students with realistic expectations regarding specialist course options.
 - Share good practice among teachers to improve consistency in the quality of lessons.
- 3.3 Excellent progress has been made against the first recommendation. Prospectuses and the website have been reviewed and modified to ensure that course information is accurate. Systems have been introduced to ensure that staff who provide pre-arrival advice are aware of the specific requirements of each course. Students on specialist courses receive a pre-arrival interview to ensure they are enrolled on courses which match their abilities and educational objectives. Students report that information received before they arrive at the school is helpful and accurate, and inspectors support this view.
- 3.4 Good progress has been made against the second recommendation. A programme of teacher development sessions has been running over the last year. The programme has provided good opportunities for teachers to discuss a range of issues aimed at improving the quality of teaching. Teachers value the professional development that has resulted. However, the training is not currently supported by regular targeted lesson observations for all teachers and its impact is not yet sufficient in all teaching.
- 3.5 Assessment prior to and on arrival is very good. Where courses have specific entry requirements, language assessment is used prior to arrival to ensure students are of an appropriate level. On arrival students are assessed by a test which is successful in placing students at an appropriate level in the large majority of cases. Where changes of level are necessary these are quickly and easily facilitated. Pre-enrolment information is clear and entry requirements are fully explained.
- 3.6 Support for students with learning difficulties and disabilities is very good. Teachers have access to clear documentation to assist them in identifying students with additional needs. When they are identified, effective measures are in place to support their learning experience and to track their progress.
- 3.7 Course provision and the curriculum are very good. Provision covers all levels of prior attainment and there is a rich variety of specialist provision available as scheduled courses. Courses offered are appropriate to the ages, aptitudes and language capabilities of the students. As a result they learn effectively and make good progress. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance.

- 3.8 The overall quality of teaching and learning is good, with the majority of lessons being good or excellent. In such lessons teachers use a variety of appropriate teaching and learning strategies, effectively supported by well-planned learning resources. Teachers are experienced and well qualified and demonstrate a very good level of subject knowledge. They manage classes well, achieving high levels of student engagement, checking students' knowledge and understanding regularly. As a result students learn cooperatively and make good progress in most lessons.
- 3.9 A small minority of lessons are less effectively planned and managed. In these lessons, there is limited involvement of students in learning, with insufficient opportunities to practice oral skills. Teachers use a limited variety of teaching methods. As a result, students are less active and the pace of learning is slower.
- 3.10 Student attainment and progress are good. They are effectively monitored through regular testing and tutorials for those on longer term courses, and students value the feedback they receive on the progress they are making. Good use is made of the levels identified in the Common European Framework of Reference for Languages (CEFR) to help to clarify and measure attainment and progress. The school maintains a full record of students' achievements in public examinations, and external results are good overall.

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 recommendation in this area from the previous inspection report is:
- Ensure that attendance systems provide managers with a readily accessible overview of class attendance.
- 4.3 Good progress has been made against this recommendation. A new digital system for recording attendance has been introduced. This ensures that student attendances are placed immediately onto a database which is accessible to all relevant staff, providing a clear picture of individual attendances. It also gives access to an overview of student attendance by groups or across the whole school. However, the system has only recently been implemented and this form of reporting has not yet been fully utilised.
- 4.4 Health, safety and security of the premises are excellent. The school demonstrates a strong commitment to health and safety, including first aid and fire safety, within the school and for activities outside the school. Policies and procedures are comprehensive and well implemented. Staff and students are well informed about first aid and emergency procedures. There is excellent monitoring of facilities and actions taken to ensure repairs are appropriately managed. Checks are made of all necessary health and safety issues. These are well recorded and the school responds actively to any concerns raised.
- 4.5 The premises are of a very good quality. The buildings are very well maintained and appropriate for the age and number of learners. All parts of the school are tidy, clean, hygienic and well decorated, with excellent natural lighting and good insulation and ventilation in all teaching rooms. The premises are very secure.
- 4.6 Student admission and attendance records are very well managed. Admissions are well organised with clear, accurate records maintained. Attendance records are accurate and accessible, allowing effective attendance monitoring. The school currently has no Tier 4 visa students, but staff are fully aware of Home Office requirements regarding reporting such students where necessary.
- 4.7 Pastoral care is excellent. Effective measures are in place to provide personal and welfare support to students. Very well qualified support staff undergo regular training to ensure they can identify and meet students' needs; they know how to respond if students are unwell and require medical attention. Students are aware of who to go to in case of a welfare issue and they confirm that such staff are easily accessible and very helpful. Students' wellbeing is further assured by very well managed home-stay provision. Particular attention is paid to matching students and home-stays to ensure they have appropriate levels of care.

- 4.8 Students benefit from a thorough induction process on their first day in school, with appropriate additional induction arrangements in place for students under 18 years to address specific issues relating to safeguarding.
- 4.9 The school has an excellent social programme which enhances the students learning experience. A broad range of activities are available both on and off site. These activities provide students with opportunities to practise their English through socialising with staff and other students. Publicity does not always clearly identify which activities are appropriate for those under 18 years, but students are only accepted onto activities appropriate for their age. Risk assessments are undertaken for all student activities. Forms are signed by leaders on each activity. Leaders have access to appropriate personal and medical details of students attending, but records of risk assessments do not include these details in order to ensure activity leaders understand students' needs.
- 4.10 Good quality careers advice and support with further education is available to students through the regular tutorials and by requesting appointments.
- 4.11 Safeguarding is excellent. Staff are highly trained and well informed about their roles and responsibilities. There are clear arrangements in place to keep all students safe and the needs of students under 18 years are effectively monitored and very well supported.

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 Ownership and oversight are excellent. The managing director is also an active member of the senior management team and is fully involved in monitoring the school's performance and identifying areas for improvement. He ensures that the school is well resourced and secures high quality well-qualified staff. The educational direction of the school is very clear and is well understood by all staff.
- 5.3 The managing director is very involved, regionally and nationally, in policy development for international education and English language teaching. This ensures that the school is well informed about external influences and can respond quickly to changes which have an impact on English language schools.
- 5.4 Leadership and management are good. Policies and procedures are comprehensive and reviewed regularly. The management structure is comprehensive. It has recently undergone changes and responsibilities are not yet fully clarified and confirmed to staff in a very small minority of areas. Communication within the school is good, with regular meetings of all staff ensuring that staff are well informed about the large majority of issues and changes.
- 5.5 Quality assurance is very good. Managers demonstrate a strong commitment to quality improvement. Self-evaluation is thorough, and the development and quality improvement plans respond to areas for development identified with clear actions. The school is aware of the majority of its strengths and areas for development and effectively identifies priorities for improvement.
- 5.6 Student feedback is collected and analysed regularly, and key issues are shared with appropriate staff in order for action to be taken. Course programme reviews are undertaken annually and include effective use of staff feedback, and data on student progress and achievements. These reviews contribute effectively to the identification of areas for improvement.
- 5.7 Provision for performance reviews, including lesson observations, is unsatisfactory. Performance reviews are not carried out regularly for all staff. A minority of staff stated that they missed the opportunity to meet their line manager formally to discuss their performance. Over the last year the number of lesson observations undertaken has been limited, not covering all teachers, including newly appointed teachers. Observations undertaken are valued by teachers and result in detailed, supportive feedback. However, they do not result in clearly stated developmental targets, and teachers' line managers are not directly involved in such observations.
- 5.8 Staff selection and recruitment is excellent, with all necessary suitability checks carried out for new staff appointments. These checks are well managed and summarised in a single central record.

- 5.9 Information to students on the website and in the schools' prospectuses is clear and accurate.

6. ACTIONS AND RECOMMENDATIONS

The language 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 language school should:

- Ensure that performance reviews of staff are regular and cover all appropriate staff.
- Strengthen lesson observations so that all teachers are regularly observed, and that feedback includes clear developmental targets.
- Share good practice through professional development and lesson observations, to ensure that teaching is consistently of a high standard.
- Strengthen the risk assessment of activities by including copies of the details of students attending with the signed risk assessment forms.

INSPECTION EVIDENCE

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

Inspectors

Mr Neil Haynes	Lead Inspector
Ms Sarah Colmar	Team Inspector
Mr Raymond Parker	Team Inspector
Ms Sarah Williamson	Team Inspector