



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

**EXTENDED MONITORING VISIT**

**ANGLO-CONTINENTAL**

**Company registration no. – 1174957**

Full Name	<b>Anglo-Continental</b>
Address	Anglo-Continental, 29-35 Wimborne Road, Bournemouth, BH2 6NA
Company name	Anglo-Continental
Telephone Number	01202 411881
Email Address	gschillig@anglo-continental.com
Website	www.anglo-continental.com
Academic Heads	Mr Phillip Bashford and Mr Jon Underwood
Proprietor	Mr Guido Schillig
Age Range	7+
Total number of students	142
Numbers by age and type of study	Under 16: 5 16 – 18 18 18+: 119 EFL only: 142
Inspection date	<b>27 March 2018</b>

## **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.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality 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. Inspectors will also consider the impact of any material change reported since the last inspection.

## **CONTENTS**

	Page
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>5</b>
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>6</b>
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>8</b>
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>10</b>
<b>INSPECTION EVIDENCE</b>	<b>11</b>

## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Anglo-Continental is a private English language school founded in 1950 and located in Bournemouth. It is a private limited company and two of the founding family members form the board of directors. The managing director is actively involved in the school management and leads the senior management team. School leadership is undertaken by the two academic heads who replaced the principal who retired in 2017. The school aims to teach English in England to students from around the world where total immersion in the language makes learning easier, faster and enjoyable.
- 1.2 Courses offered include general English, and examination preparation. The school offers an academic English language study programmes for those preparing for higher education and a range of vocational specialist English courses, for example for the aviation industry and medical and health services. The school also offers individual executive tuition, targeted small groups and professional teacher training programmes. Adult courses for students aged 16 years and over run throughout the year. Young learner and vacation courses run in January and during the summer months for those aged 7 to 19 years. Teacher training courses including the Certificate in Teaching English to Speakers of Other Languages (CELTA).
- 1.3 At the time of the inspection there were 142 students enrolled aged between 11 to 67 years on English language programmes. The majority of students are male and come from a wide range of countries including Oman, Saudi Arabia, Korea, Kuwait and Europe. All students speak English as an additional language.
- 1.4 The school offers continuous enrolment and students apply directly to the school or via agents in their own country. Students receive support, guidance and advice to choose the most appropriate course for their individual needs and aspirations. No students have been identified with additional learning needs.
- 1.5 The school was last inspected on 7 February 2017 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.6 This monitoring visit has been extended due to a change of principal. For this reason, Section 5 of the Educational Oversight Framework will be looked at in detail.
- 1.7 The recommendations from the previous report are:
  - 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 development targets;
  - Share good practice through professional development and lesson observations to ensure 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.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 7 February 2017 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. The curriculum is well planned and offers a wide range of courses and levels to support students individual English language needs and aspirations. 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 very good and this has been effectively improved by an enhanced focus on peer support and mentoring programme. Teachers are highly qualified and the vast majority of lessons are well planned and inspiring and result in students making good or excellent progress. In a small minority of weaker lessons teachers failed to respond adequately to the students' individual needs. Students consider they receive excellent support in oral skills which significantly enhance their time at the school and in the UK.
- 2.3 Students' welfare, including health and safety, is excellent. There is a strong commitment to health and safety with comprehensive and well promoted policies and procedures that are monitored for effectiveness and implementation. The premises are excellent, providing an attractive, safe and secure environment. The refurbished cafe offers students excellent facilities in which to have a meal and socialise with their peers. The arrangements for managing student admission and attendance are excellent with well-organised and accurate student records. Pastoral care is excellent with an outstanding array of support offered by highly qualified and experienced staff. Safeguarding is excellent with comprehensive policies and procedures that ensure that this aspect is fully embedded in all aspects of school activity. Risk assessments have been strengthened and now include details of individual students' needs as part of each activity. The school provides excellent host family accommodation that complies with statutory guidance and regulations. Oversight and management of this aspect is exemplary with students receiving valuable experiences through their residential accommodation that successfully complement their formal studies.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight are excellent with the managing director fully engaged in strategic and operational oversight, resulting in a clear and well-communicated educational focus. Financial management is highly effective and the school is well resourced, successfully supporting the school's aims. A recent change in academic leadership has resulted in a new management structure with clear lines of demarcation, responsibilities and accountabilities. Quality assurance systems including self-assessment are robust, providing accurate information on student progress and achievement and the focus for improvement planning. Good use is made of student feedback that is regularly collected. The staff appraisal process that incorporates a formalised lesson observation scheme has been reviewed and a new system is to be introduced imminently. Early adoption of this process for administrative staff is

producing very good results for identifying targeted training needs. Staff recruitment processes are exemplary. The school provides accurate information on the website and in printed material.

### **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:
- Share good practice through professional development and lesson observations to ensure teaching is consistently of a high standard.
- 3.3 Excellent progress has been made against the recommendation. Teachers are supported by managers to identify areas for collective professional development and staff have benefited from formal and informal professional development sessions. Individual mentoring supports teachers to refine language development techniques and peer observations have created the backbone of a successful peer mentoring scheme. Staff are encouraged to discuss their practise with their peers as well as the many teacher trainers. Teachers consider this support invaluable and consider it is contributing to improved student outcomes and this view is supported by inspectors.
- 3.4 The curriculum is good. Courses are regularly reviewed and content developed to meet the changing needs of students. Specialist language courses promptly respond to occupational areas and the organisations sponsoring individuals. The range of programmes and courses successfully support the age, aptitude and aspirations of students. Students make very good progress and are able to recognise and acknowledge their progress through regular tests and tutorials. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance.
- 3.5 The quality of teaching and learning is very good with the vast majority of lessons being good or excellent. Lessons are delivered by highly qualified, experienced and knowledgeable teachers who create inspiring and interesting sessions. Lessons are well planned and use an effective range of well-chosen resources. Consequently students are engaged and active learners. Teachers employ a wide range of teaching strategies and make effective use of interactive technologies. In a very small minority of lessons teachers concentrate on delivering the planned lesson rather than responding to students needs. In the vast majority of lessons teachers provide consistent and effective error correction including pronunciation drilling that is highly effective in developing student confidence in their oral skills. Student report they feel their oral skills actively contribute to their enjoyment at the school, in social activities and their experiences whilst in the UK.



## 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:
- Strengthen the risk assessment of activities by including copies of the details of students attending with the signed risk assessment forms.
- 4.3 Excellent progress has been made against this recommendation. All teachers planning activities now receive a class list showing individual students' specific health and care requirements. These are then included as part of the approved activity risk assessments.
- 4.4 Health, safety and security of the school premises are excellent. There is a strong commitment to health and safety which is demonstrated in the well-promoted comprehensive policies and consistently well-managed procedures. All aspects of health and safety, including fire safety and first aid are meticulously undertaken and records are exemplary. Notice boards and clear signage across the premises ensure that the safety messages given to students during induction are reinforced at every opportunity. The arrangements to support students who are unwell or require medical assistance are clearly signposted and there are high numbers of staff trained to manage these situations. Students say they feel very safe at the school and inspectors agree with this view.
- 4.5 The school premises are outstanding. All areas are well kept, attractive and provide a safe, secure and attractive environment for everyone. There are separate secure areas for the young learners providing an attractive age-appropriate environment. A separate secure part of the school premises is leased to an outside organisation with all contractual and security measures in place.
- 4.6 The refurbished cafe provides a spacious and highly attractive environment for students to relax and engage with their peers. The arrangements for food preparation are organised, well resourced and hygienic with all the appropriate statutory certification. The students told inspectors they enjoy the range and quality of the food and highly regard the chance to engage with other students in the cafe.
- 4.7 Student admission and attendance records are excellent. The recently introduced information system is well established and provides well-organised and accurate student records. Attendance monitoring for students is excellent. The arrangements for monitoring students under 18 years are outstanding with a highly effective system that quickly identifies non-attendees and triggers an immediate response to locating these students. There are currently no students attending on Tier 4 visas however, there is a comprehensive policy supported by robust systems to report on such students to the Home Office.
- 4.8 Pastoral care is excellent. There are highly effective systems and processes to ensure all students remain healthy and happy at the school. There is an outstanding array

of pastoral support available from highly qualified and experienced staff. Students confirm they know where to go for help in any personal or welfare situation.

- 4.9 Safeguarding arrangements are excellent. All school staff have received formal training and receive regular refresher training and reinforcement in team meetings. The strength of this aspect is demonstrated in thoughtful lesson planning, considered risk assessments and overall student welfare management.
- 4.10 Residential accommodation is excellent. The school recruits and supports high quality host carers and accommodation. Managers are supported by a comprehensive system that provides accurate information and therefore confidence in the quality of the accommodation offered to students. All host carers receive full training and annual reviews and all carers undertake Disclosure and Barring Service (DBS) suitability checks that are systematically renewed. The arrangements for young students staying over 28 days are excellent and the school has an effective and open relationship with the local authority to ensure all statutory obligations are maintained. Complaints regarding accommodation are well managed and resolved as a high priority. Students report being placed in caring families who involve them in family life and they consider this adds value to their stay in the UK.

## **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:
- 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 development targets.
- 5.3 Progress on the first recommendation is good. Managers have revised the staff appraisal policy and this has been shared with staff through team meetings. Staff have received information on the scope and process of this system. The full appraisal process is planned for implementation with effect from May 2018. The restructured induction process that complements the new appraisal process has already been introduced for administration staff early in 2018 and the system has already provided managers with targeted training and support needs for new staff. Seasonal staff will be included in a similar, but briefer system in order to meet their needs as well as quality assuring this provision.
- 5.4 Progress on the recommendation to strengthen lesson observations is good. The new appraisal system incorporates management and peer observations and staff will receive a minimum of two formal observations and a further four peer observations and mentoring sessions each year. No formal observations have been undertaken yet. However peer observations have taken place providing a valuable source of professional development.
- 5.5 Ownership and oversight is excellent. The educational direction is clear and well communicated and forms the focus of the school's activity. The managing director is actively involved in the school and successfully identifies and targets areas for development and improvement. Financial planning is highly effective and the school is well resourced attracting and retaining highly qualified and experienced staff.
- 5.6 Leadership and management are good. The principal retired in autumn 2017 and the academic leadership has been separated into two distinct operational areas with the aim of developing the curriculum and providing targeted leadership. Policies are well managed and there is a consistent approach to their monitoring and implementation. The two academic heads are empowered to direct and manage their own curriculum areas and there is a clear line of demarcation should an over-riding decision be required. The revised management structure provides a coherent overview of academic programmes and supports improving standards, as well as meeting students needs. Students make very good progress in their studies whilst enjoying their time at the school. There are regular and frequent management and

team meetings providing staff with ample opportunity to contribute to the effectiveness of the school.

- 5.7 The systems to support effective quality assurance are excellent and managers make very good use of regular and accessible data from the schools' management information system. Self-assessment is accurate and robust and demonstrates the effectiveness of the systems monitoring student attendance, progress and achievement and individual student support measures. Managers receive regular data reports and successfully translate this information into priorities and performance targets. Student and staff feedback is actively encouraged and is used to good effect by managers to support quality assurance.
- 5.8 There is an appropriate complaints procedure. Student feedback is collected regularly and analysed to ensure issues are quickly identified and responded to. Students consider managers make excellent use of their feedback. Student suggestions are well received and the school regularly updates students on the implementation of their suggestions. Students report that they feel their views are valued and responded to.
- 5.9 Staff selection and recruitment processes are excellent. All statutory checks, including DBS suitability checks, are undertaken prior to employment. Meticulous records are maintained. Information is recorded in a well-maintained and accurate single central record.
- 5.10 Information to students and parents on the school's website and in printed material is accurate, informative and clearly represented.
- 5.11 The school promptly provided all requested information to support the inspection planning and process.

## **6. RECOMMENDATIONS FOR FURTHER IMPROVEMENT**

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

- Implement the new appraisal and lesson observation systems and evaluate the outcomes for staff and the impact on teaching and learning standards.

## INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students and staff. 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

Mrs Jacqueline Lawrence	Lead Inspector
Ms Christine-Reba Edge	Team Inspector
Mrs Katy Wells	Team Inspector
Mr Raymond Parker	Team Inspector