



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

MONITORING VISIT

ANGLO-CONTINENTAL

Company registration no. – 1174957

Full Name **Anglo-Continental**

Address 29-35 Wimborne Road, Bournemouth BH2 6NA

Company name Anglo-Continental

Telephone Number 01202 411863

Email Address gschillig@anglo-continental.com

Website www.anglo-continental.com

Principal Mr Jon Underwood

Proprietor Mr Guido Schillig

Age Range 10+

Total number of students 254

Numbers by age and type of study

Under 16:	60
16 – 18	56
18+:	138
EFL only:	254

Inspection date **12 March 2019**

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 was founded in 1950 as an English language school and is located in Bournemouth. It is a family-owned company limited by shares, with two directors. School leadership is undertaken by the two academic heads, one of whom was appointed in October 2018. The school's mission is to provide excellence in student-focused English language teaching, training and testing.
- 1.2 Courses offered include general English, preparation for International English Language Testing System (IELTS) examinations and a range of specialist English courses, including those for the aviation industry. The school also offers individual tuition for business executives and professional teacher training programmes. Adult courses, for students aged 16 years and over, run throughout the year. Courses in general English for young learners aged 10 to 15 years run in January, April and during the summer months.
- 1.3 At the time of the inspection there were 254 students enrolled on English language programmes, including a closed group of 112 Italian students aged 14 to 18 years on a one-week programme. Students come from a range of countries in the Middle East, Far East, South America and Europe. The majority of the students are male and aged over-18 years. All students have English as an additional language.
- 1.4 The school provides continuous weekly enrolment, with students applying either directly to the school or via agents in their home country. Nineteen students have been identified with additional learning needs.
- 1.5 The school was last inspected on 27 March 2018 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.6 The recommendation from the previous report is:
 - Implement the new appraisal and lesson observation systems and evaluate the outcomes for staff and the impact on teaching and learning standards.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 27 March 2018 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 appropriate and offers a wide range of courses and levels to meet students' individual needs and requirements. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. The quality of teaching and learning is good. Knowledgeable teachers plan and deliver lessons which meet students' needs. They use a range of methods and resources effectively to engage students. Lively class discussions promote students' enjoyment and enable them to apply their language skills well and demonstrate high levels of knowledge and understanding. Teachers use effective tests to assess students' progress and set targets for improvement. Staff identify students' additional needs effectively and provide focused teaching that helps them to achieve their goals well. Students take responsibility for their learning and the vast majority make good or excellent progress in developing their English language skills.
- 2.3 Students' welfare, including health and safety, is good. Staff implement detailed policies and procedures to ensure the health and safety of staff and students. The premises are well maintained to provide a high-quality learning environment. However, annual checks for gas safety are not always renewed in a timely manner. The cafeteria operates to a high standard of hygiene. Admissions and attendance records are accurate and attendance rates are high. Pastoral support for students is excellent. Highly trained and experienced staff identify and address pastoral issues very effectively to ensure that students are well supported. Safeguarding is excellent. Thorough policies and processes, embedded in all aspects of the school's provision, are managed effectively and reviewed regularly by a team of experienced and well-trained staff to ensure the safety of students. Homestay accommodation is excellent and complies in all respects with statutory requirements, particularly in regard to young learners. Management and oversight of the residential accommodation and host families is outstanding. Welfare staff take great care to ensure that the placement of students with host families forms a highly beneficial aspect of their learning experience.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight are excellent, with the proprietor working alongside senior managers to ensure a robust strategy which informs improvement. Leadership and management are satisfactory. Insufficient oversight has resulted in legal requirements regarding annual maintenance checks not being fulfilled in a timely manner. Regular recorded meetings are effective in ensuring an appropriate flow of information from senior leaders to departmental staff. Quality assurance is good and there are effective systems for obtaining staff and student views. Actions arising from feedback inform improvement planning. An ongoing programme of staff

development also facilitates improvements. A new system of lesson observations and staff appraisals has been implemented, but its impact on teaching and learning has not yet been evaluated. The complaints procedure is clearly communicated, implemented effectively and is well understood by students. Staff recruitment processes are excellent.

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 curriculum is good, offering an extensive range of courses which are well matched to meet students' needs and capabilities. Courses on offer to students on a Tier 4 visa lead to outcomes which meet Home Office requirements.
- 3.3 Initial assessment is good. Students are placed in classes appropriate to their needs and levels. Students with additional difficulties are identified very effectively and excellent communication between staff allows teaching to be focused around their specific needs to help them meet their goals.
- 3.4 The quality of teaching and learning is good. Teachers are well qualified and use their high levels of knowledge and understanding effectively to improve students' language capabilities. They plan lessons well to make effective use of resources and employ a variety of teaching methods and interactive activities to maintain students' engagement. Directed questioning and effective error correction enables students to improve their language skills well.
- 3.5 The large majority of students enjoy their lessons and make good progress. In the best lessons, teachers use a lively approach to engage learners. They give students individual attention to assess and assist their learning. The effective use of pair work exercises encourages students to improve their speaking and listening skills. Teachers facilitate interesting class discussions in which learners participate enthusiastically, enabling them to develop their vocabulary and improve pronunciation. As a result, students apply their language skills well during classes and demonstrate high levels of knowledge and understanding.
- 3.6 Students' achievement is good or excellent. They take responsibility for their educational progress and acquire knowledge and understanding rapidly throughout their course, which they apply effectively to everyday life in the UK. Teachers assess students' achievements through regular tests and give clear feedback on marked work which enables them to understand how to improve. Students are set individual learning targets, which are reviewed during tutorials to assess attainment. As a result academic progress is above expectations for most students, based on their starting points, and levels of students' attainment are high.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The school's approach to health, safety and security is good. Arrangements to assess and minimise risks to students are thorough and effectively implemented. Key staff are well trained in health and safety procedures. There is an appropriate and detailed first aid policy which is very thoroughly implemented.
- 4.3 The school has a good level of fire safety which conforms to legal requirements. There is an appropriate number of trained fire marshals and regular fire evacuation drills involving all staff and students. Students confirm that they know what to do in an emergency and report that they feel very safe in the school. Fire alarm, detection and emergency lighting systems are regularly tested and maintained. Fire extinguishers are checked regularly. However, annual checks on gas safety and portable electrical equipment are not always carried out in a timely manner.
- 4.4 The school's premises are excellent. The buildings are fit for purpose and are very well maintained. There is a clearly defined system for reporting faults, which are speedily rectified. The catering provision in the school's large cafeteria operates to a very high standard of hygiene.
- 4.5 Admissions and attendance records are highly accurate. The electronic registration system is updated very regularly to enable staff to monitor attendance closely. Procedures for contacting absent or late students are highly effective. Students under 18 are contacted immediately if not present. There are clear and fair procedures for the collection and refund of fees. Attendance rates are excellent. There are no enrolled students on a Tier 4 visa; however, there are robust and understood procedures for reporting such students to the Home Office if required.
- 4.6 Pastoral care is excellent. There are thorough and effective systems to ensure the health and well-being of all students, with robust processes in place to identify and address pastoral issues. Several staff in the safeguarding team are highly trained in counselling, which enables them to put learners at ease and openly discuss any issues arising. There are excellent relationships between staff and students. Students confirm that they know who to approach if they have a problem. A range of social, sporting and cultural activities, as well as a communication club, is used to enhance their learning. Students are enthusiastic about the extensive social programme. Students have access to good quality advice and guidance from staff regarding further study.
- 4.7 Arrangements for safeguarding are excellent and are reviewed on an ongoing basis by highly-qualified and experienced senior staff. Meticulous records are kept. All staff are trained in safeguarding to an appropriate level and fulfil their responsibilities very well. A small part of the school premises is sub-let to an independent school and there are effective arrangements for separation to ensure the health, safety, welfare and continuous education of all students.

- 4.8 Residential accommodation is excellent. Welfare staff are fully aware of all their safeguarding responsibilities and there are thorough and detailed risk assessments in place. Homestay accommodation, particularly those for students under the age of 18, is regularly inspected by staff to ensure the health and safety of students and detailed records are maintained. Families who accommodate students under the age of 16 are appropriately registered with local authorities. Enhanced Disclosure and Barring Service (DBS) checks are undertaken for all adults in families hosting students under the age of 18. Students feel safe and are very happy with their accommodation.

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 recommendation in this area from the previous inspection report is:
- Implement the new appraisal and lesson observation systems and evaluate the outcomes for staff and the impact on teaching and learning standards.
- 5.3 Satisfactory progress has been made against the recommendation. The performance of most teachers is monitored through lesson observations and annual appraisals. However, due to changes in senior staff, the system is not fully embedded, and it is too soon to evaluate the impact.
- 5.4 Ownership and oversight is excellent. The proprietor drives a culture of improvement and commercial viability. He maintains close and effective working relationships with senior leaders in the senior management team, which meets formally on a monthly basis.
- 5.5 Leadership and management are satisfactory. Senior leaders provide clear educational direction to align with the mission statement. This is reflected in the quality of education and the high levels of care provided to students. Regular recorded meetings ensure an appropriate flow of information from senior staff to managers, teachers and administrators. There are very effective relationships between senior academic staff and teachers. However, managers have not been successful in maintaining the previous high standards of health and safety. Not all legal requirements regarding annual maintenance checks have been fulfilled in a timely manner and overdue tests on portable electrical appliances were only addressed immediately prior to the inspection.
- 5.6 Quality assurance is good. There are thorough policies and structures in place which lead to effective improvements in the quality of provision. Senior managers engage with all departments of the school to promote a culture of open communication. Staff and students' views are actively sought to inform improvements. Action planning, which feeds into the school's business plan, is clear and prioritised and forms a regular part of the management process.
- 5.7 The provision of professional development for staff is good. There is a carefully documented record of professional development which improves the quality of education. Managers consider and act appropriately on development requests that benefit the person, department and school community. For example, the school has sponsored several staff to undertake relevant further academic qualifications in teaching English.

- 5.8 Processes for dealing with complaints are good. There is a clear and well-communicated complaints procedure, which students are aware of. Any serious complaint is dealt with effectively before it escalates. Detailed records are kept and there are appropriate arrangements described on the website for the independent adjudication of complaints if required.
- 5.9 Staff selection and recruitment processes are excellent. Robust and well-defined procedures follow 'safer recruitment' practice. Pre-employment checks, which include identity, qualifications and the right to work in the UK, are extremely thorough. Recruitment records, which include an exemplary single central record, are systematically maintained and contain all required information.

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:

- Evaluate the impact of the system of class observations and staff appraisals on teaching and learning standards.
- Ensure effective oversight of maintenance checks to meet statutory requirements for the continued safety of staff and students.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. 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 Mike Coulson	Lead Inspector
Ms Jane Roy	Team Inspector
Ms Janet Simms	Team Inspector
Mr Mark Dean Marr	Team Inspector