



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

MONITORING VISIT

ANGLO EUROPEAN SCHOOL OF ENGLISH

Full Name of College **Anglo European School of English**

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Principal Mr Brian Brownlee

Proprietor Mr Brian Brownlee

Age Range 16+

Total number of students 69

Numbers by age and type of study

Under 18:	15
18+:	54
EFL only:	69

Inspection dates **12 March 2013**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits of private further education colleges and English language colleges. The inspection is a monitoring visit and consists of a one-day team inspection of the college's educational provision.

The ISI is an approved educational oversight body authorised by the UK Border Agency to inspect privately funded further education colleges in England and Wales offering courses on the Qualifications and Credit Framework, and English language colleges.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Standards for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges 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 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.

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1. CONTEXT

- 1.1 Founded in 1971, Anglo European is a private English language school, operated by the present proprietor since 2002. The proprietor also acts as principal and, with two others, forms the board of directors. The school provides year-round general English courses and prepares some students for Cambridge First Certificate and for the International English Language Testing System (IELTS). The school aims are to develop individuals academically and in terms of nurturing their development as autonomous learners. The school occupies self-contained premises near the centre of Bournemouth. Since the school's last report, the school has dissolved its partnership with another school. This has mainly affected summer school provision, which was not included in the monitoring visit. Recent management restructuring has included the appointment of a new director of courses.
- 1.2 Students from a wide range of countries enter on a continuous enrolment system. Courses last from one week to twelve months and numbers vary seasonally from around 35 to 250 or more in summer. At the time of the visit there were 69 students, of whom 15 were under 18. Students ranged in age from 16 to 41 years old. In addition to individual students there were two group bookings: one from the Czech Republic and another from Italy. There were no students identified as having special educational needs and/or disabilities.
- 1.3 The school's last Education Oversight inspection was in February 2012, when it was judged to meet all the key Standards. The main action points and recommendations from the previous report were:
1. Formalise homework records to improve teacher planning for student progress.
 2. Include a health and safety policy specific to colleges on the website.
 3. Formalise strategic planning and publish the agenda and minutes of strategic planning meetings.
 4. Establish formal appraisals of senior management and administrators.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** The previous inspection of 13 to 16 February 2012 was judged to meet expectations and the quality of education as judged at that time has been improved.
- 2.2 Teaching, learning and the quality of the curriculum have improved significantly and are good. The new senior team has placed higher expectations on staff, to which those who remain have responded very positively. As a result, no teaching observed was less than good and some was outstanding. Good, regular monitoring and feedback by senior staff ensures that this quality provides students' with consistently good provision. The curriculum has developed well recently to place greater emphasis on the individual requirements of each student. Very effective systems now assess their progress weekly and lesson planning matches provision more tightly to students' needs. Students' progress is good and students are very satisfied with their courses.
- 2.3 Students' welfare, including health and safety, is excellent. Procedures and systems to ensure have improved and are excellent. Monitoring and recording of attendance systems, in particular, are very rigorous. Weekly tutorials with individual teachers are key mechanisms which ensure that students' progress is good, but also that personal and welfare aspects, such as their home-stay arrangements, are enhancing learning opportunities. Students feel safe and well cared for individually.
- 2.4 Governance, leadership and management are excellent. Significant improvements in this area have been the key drivers for the rapid progress made by the school. New appointments of director and assistant director of courses have enthused and invigorated the teaching team, who work very harmoniously with administrative staff. Although only six months in post, senior leaders support the proprietor and all other staff very effectively. Together they provide vision and drive, which are moving the school forward very quickly. All staff value the appraisal process, which offers useful critical feedback and also identifies additional opportunities for personnel to contribute to the school's development in many different ways. Senior staff analyse information in various forms and staff are using it well to plan learning. This wealth of data is not used systematically to inform self-evaluation or the school's future improvement planning.

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

- 3.1 The quality of the curriculum, teaching and learners' achievement is excellent. All key Standards continue to be met.
- 3.2 The recommendation in this area from the last inspection report was:
- Formalise homework records to improve teacher planning for student progress.
- 3.3 The school has made good progress against this recommendation. New documentation and procedures for planning schemes of work and lessons now all include a variety of regular homework, carefully designed to reinforce classroom learning. Students take these tasks seriously, conforming to teachers' expectations and recognising their personal responsibilities as learners. The outcomes of homework often form the basis of useful starter tasks in subsequent lessons, which check students' understanding effectively. Procedures to record the contribution which homework makes to students' progress are often good, but senior staff are currently tackling some identified inconsistency in teachers' following of school guidance about this. Students appreciate their own involvement in the discussions which underpin assessments, accurately judging their progress through courses of widely varying lengths to be good.
- 3.4 The quality of teaching has improved, with all teaching now good and some outstanding. The availability of new technology, and teachers' use of this, have improved further this year. The use of interactive whiteboards (IWBs) is now supplemented by increasingly effective use of tablet computers, by both staff and students. Where these were observed in use, for instance in an IELTS lesson, students were learning well, and working together on presentations. Staff feel significantly more confident and empowered because the new senior team have recognised their contributions and encouraged them to develop their own ideas. As a result, many are working hard to generate their own materials, with some using IWB resources, to interest and engage specific groups of students. These are now being collected as an additional effective resource for the school.

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 last inspection report was:
- Include a health and safety policy specific to colleges on the website.
- 4.3 This recommendation has been met fully. The policy, along with several other comprehensive sources of information, is available on the website. Attention to students' attendance is excellent. The prime importance of health and safety considerations leads to an excellent level of staff and student awareness and to secure safeguarding procedures, including those for students who are under-18. Premises are excellent, secure, well decorated and maintained, providing a good environment for learning.
- 4.4 Students' individual record cards are usually very informative, and form one of many procedures ensuring effective exchange of information between staff about students. These are key factors in making sure that appropriate staff know about students' progress and future needs. To ensure that students' development is tracked effectively, senior staff recognise the need to insist that information on record cards is of a consistently good standard.
- 4.5 Students are extremely positive about their homestay families and the contribution they make to their experience at the school. They are very satisfied with extra-curricular opportunities, recognising that there is more provision in the summer. Some would enjoy opportunities within the curriculum for project based work which mingles students from different classes and levels.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All key Standards continue to be met.
- 5.2 The recommendations in this area from the last inspection report were:
- Formalise strategic planning and publish the agenda and minutes of strategic planning meetings.
 - Establish formal appraisals of senior management and administrators.
- 5.3 Good progress has been made on both recommendations. Agendas for management meetings and subsequent minutes are now published and accessible. Formal appraisals for senior staff and for administrators have been introduced. The first cycle of appraisals has been completed and has proved useful for all concerned. The school has successfully formalised these and many other systems and procedures, particularly in the last six months. Senior staff take great care to design systems which are not over-bureaucratic and have succeeded in creating procedures which staff support with enthusiasm. Appraisal reviews for teaching staff have also improved, with development opportunities clearly identified, enabling staff to extend their contribution to the school's development.
- 5.4 The extremely positive impact of the new senior team is clearly evident in all aspects of school life. Changes have significantly strengthened the school's capacity to continue to improve. New leaders quickly and accurately identified areas needing improvement, and many have been tackled successfully. They recognise that there is more to be done, particularly in using the school's wealth of data and other information to define improvements still needed. Most necessary systems and procedures are in place. However, the self-evaluation and strategic improvement planning cycles are under-developed.

6. ACTIONS AND RECOMMENDATIONS

Actions Required to Maintain Standards

The language school has improved the good standards found at the last inspection.

Suggestions for further improvement

In order to improve the excellent quality provided, the school is advised to:

- Use information from quality assurance systems to strengthen self-evaluation and improvement planning, including an evaluation of the impact of school developments on students' outcomes.

INSPECTION EVIDENCE

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

Inspectors

Ms Janet Simms	Lead Inspector
Mrs Jacqueline Lawrence	Team Inspector