



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

**MONITORING VISIT**

**ANGLO EUROPEAN SCHOOL OF ENGLISH**

|                                  |  |
|----------------------------------|--|
| Full Name                        | <b>Anglo European School of English</b>              |
| Address                          | 77 Lansdowne Road, Bournemouth, Dorset, BH1 1RW, UK  |
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| Website                          | angloeuropaean.org                                   |
| Principal                        | Mr Brian Brownlee                                    |
| Proprietor                       | Mr Brian Brownlee                                    |
| Age Range                        | 11+  |
| Total number of students         | 56   |
| Numbers by age and type of study | Under 16: 21<br>16-17: 11<br>18+: 24<br>EFL only: 56 |
| Inspection date                  | <b>14 April 2015</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.

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 European is a private English language school founded in 1971 and has operated as a private limited company by the present proprietor since 2002. The proprietor is also the principal. The school provides year-round general English courses, Cambridge First Certificate and Advanced Certificate, and International English Language Testing System (IELTS) certification. The school aims to develop individuals academically and nurture their development as autonomous learners. The school occupies self-contained premises near the centre of Bournemouth. Recent management changes include the appointment of a new director of courses in spring 2014.
- 1.2 Students are recruited from a wide range of countries including Switzerland, Saudi Arabia, Spain and Columbia and enter on a continuous enrolment system. Students English language skills are assessed on arrival at the school. 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 56 students, of whom 32 were under 18 years. Students ranged in age from 11 to 38 years old. In addition to individual students there was group of young students from Thailand. No students attended on Tier 4 visas and no students were identified as having special educational needs and/or disabilities.
- 1.3 The language school was inspected on 12 March 2013 when it exceeded expectations. The recommendation from the previous report is:
  - 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.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 12 March 2013 the language school was found to exceed 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 excellent. The curriculum is well planned and provides highly effective support to students. This results in excellent student outcomes. Initial assessment is thorough and enables students to be placed at the correct level. Courses meet the UK Home Office requirement for Tier 4 visas. Teachers are well qualified and knowledgeable. Teaching is excellent and students make very good progress. Lessons are well planned, use a wide variety of resources and successfully enthuse and motivate students. Students are encouraged to work independently and with their peers and this supports successful skills development. Students receive excellent feedback including what they need to do to improve. Achievement in external examinations is excellent and general English students make very good progress.
- 2.3 Students' welfare, including health and safety, is excellent. Managers have excellent oversight of health and safety and this is achieved through good policies, clear procedures and scrupulous records. All statutory requirements for health and safety and safeguarding are discharged. The premises and facilities are excellent and provide a safe and healthy environment. Pastoral care is outstanding and students feel safe at the school and in the town. There is a strong social programme that is further enhanced by an exceptional programme of activities encouraging British cultural integration. The arrangements for safeguarding are excellent and staff are well trained. The care of students under 18 years is well organised and highly successful. Systems for managing and monitoring the admission and attendance of students on Tier 4 visas are effective and meet the UK Home office requirements.
- 2.4 The effectiveness of governance, leadership and management is excellent. The school has made excellent progress in developing quality assurance systems to strengthen self-evaluation. School performance data is developing, providing an overview of school performance. The school is very well managed; there are clear roles and responsibilities and the focus is on raising standards. Managers successfully ensure there is effective curriculum oversight and outstanding pastoral care through well-qualified, experienced and trained staff. Staff selection is good. All appropriate pre-employment checks are undertaken, including Disclosure and Barring Service (DBS) checks. There are successful quality assurance systems which are strengthened by the emerging student achievement information. Self-evaluation and improvement planning are good. The school is accurately represented in its information to students.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The curriculum makes very good use of course books alongside the school's own resources. Course planning provides highly effective support that leads to successful learning outcomes. Initial assessment successfully places students at the right level and this is confirmed by students. Courses meet the UK Home Office requirement for Tier 4 students.
- 3.3 The quality of teaching is excellent and students make very good progress in their classes. Teachers are well qualified and have excellent subject knowledge. Teachers know their students well and this is reflected in high quality lesson planning that reflects individual needs as well as the group. Lessons are developed using course books and weekly themes and these enthuse students and stimulate student participation. Lessons are enhanced by an outstanding range of teaching resources, many created by teachers, to respond to students learning needs. Information technology (IT) is used well offering plenty of opportunities for students to undertake independent learning and collaborate with their peers. Teaching and learning activities are varied and interesting and students are given sufficient opportunity to take responsibility for their learning. This results in very good rates of progress. Students are supported by teachers with prompt corrections, excellent feedback and helpful suggestions on how to improve.
- 3.4 Few students take examinations, however achievement is excellent. Students on general English courses make good progress. This year the school has introduced a revised learner diary and this is beginning to provide students with tangible measures to illustrate their progress and achievement. Students report great satisfaction with their progress.

#### **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. This is achieved through good oversight and management, thorough and well promoted policies, clear procedures and detailed records. All statutory requirements are met including safeguarding, first aid and health and safety.
- 4.3 There are excellent facilities including a school café offering healthy meal options. The premises are well cared for, providing an attractive and comfortable environment for everyone. All areas are clean, well decorated, light and well ventilated. There is an excellent library offering a wide range of resources including books and games. Students and teachers make good use of this area.
- 4.4 Pastoral care is strong and students know where to go for support or assistance. Students report they feel very safe at the school and in Bournemouth. There are plenty of opportunities for students to socialise and go on outings, some at very low cost. There is an outstanding cultural activity programme that includes activities and lectures, outings and opportunities for students to immerse themselves in British culture. Students are delighted with this provision.
- 4.5 The arrangements for safeguarding are excellent and this is underpinned by a well-considered policy that provides information and clarity on roles and responsibilities. Staff are well trained and there are highly effective systems and processes consolidated by well-maintained records. The school takes very good care of students under 18 years.
- 4.6 Registration and attendance systems are well managed with accurate records. They meet the UK Home Office reporting requirements for students with Tier 4 visas.



## **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 recommendation in this area from the previous inspection report is:
- 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.
- 5.3 Excellent progress has been made to the recommendation. Academic leaders have piloted and refined a strong range of student achievement and success indicators and have begun collecting data. Early analysis is providing an overview of some of the schools strengths and development opportunities. and this has begun to strengthen the self-assessment process. Managers plan to use information on course provision to compare results once sufficient data has been collected.
- 5.4 The school is very well managed with a clear and consistent focus on high standards. Policies are thorough, well communicated and staff are very clear on their accountabilities. Relationships across the whole school are warm and nurturing. Information sharing is highly effective and enables prompt identification of concerns. The school recruits high quality staff. Managers undertake prompt checks prior to the appointment of staff, including DBS checks, and these are effectively recorded.
- 5.5 Systems to assure quality are effective and provide high calibre information for managers. Developments in student performance monitoring is producing limited data and this is beginning to enable managers to review and set targets for student learning outcomes. The provision of information is excellent and provides an accurate representation of the school.

## **6. ACTIONS AND RECOMMENDATIONS**

The language school has maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

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

- Strengthen the use of student achievement data in monitoring and evaluating the schools performance.

## 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 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 |
| Mr Ray Parker           | Team Inspector |