



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

ANGLO-CONTINENTAL

(1174957)

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Director of Studies	Mr Steve Millar
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Age Range	10+
Total number of students	130
Numbers by age and type of study	16 –18: 10 18+: 120 EFL only: 130
Inspection dates	1-3 March 2016

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Founded in 1950, Anglo-Continental is a family-run English language school situated in a residential area close to the centre of Bournemouth. The school's mission is to develop continually and deliver a wide range of quality English language courses, with an emphasis on the students' individual requirements; it aims to support students and agents by a friendly personal service and efficient administration.
- 1.2 The school is a private company limited by shares and is governed and owned by its three directors. One of the proprietors acts as the managing director, who heads the small senior management team. The school occupies a campus with 4 buildings, which include over 70 classrooms and a centre for young learners.
- 1.3 The school offers general English and examination preparation classes; an academic study programme; business and specialised English, executive programmes and English for specific purposes, for example, for pilots and air traffic controllers. In addition, the school runs teacher training courses leading to the Certificate in Teaching English to Speakers of Other Languages (CELTA) and courses focusing on language and methodology. Adult classes, which are open to 16-17 year-olds, are offered throughout the year. Anglo-Continental School for Young Learners offers programmes in January and the summer for children aged 10 to 15 years. Most students are accommodated in local home stays organised by the school.
- 1.4 Students are recruited from a wide range of countries with the large majority coming from the Middle East and East Asia. Enrolment for general English classes is continuous, and students are able to commence at the start of any week. CELTA courses are held at various times of the year; no course was running at the time of the inspection. There are specified prior entry requirements for examination classes, business, executive, 50+ and specialist programmes, and teacher training courses.
- 1.5 At the time of the inspection the large majority of students were male and almost all were adults. None had identified special educational needs or disabilities (SEND).
- 1.6 The school was last inspected on 17 March 2015, when it met all Key Standards and the quality of education was judged to meet expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment of students prior to and on arrival is good and leads to correct placement in classes. Course information provided by the school is accurate, but guidance does not always effectively manage students' expectations. The curriculum is good with well-designed courses that take account of students' needs and interests to effectively promote progress. Courses meet the definition of an approved qualification for Tier 4 students as set out in the Home Office guidance. Teaching is good overall, with the large majority of lessons being good or excellent. In lessons where high rates of progress are evident, teaching is characterised by good planning and very engaging methods and activities. In the few less effective lessons, teaching is insufficiently student-focused and offers limited opportunities to practise target language. Assessment is regular and informs planning. Marking of written work is helpful, but inconsistent in approach. Students are well informed of their progress through tests, tutorials and weekly reviews. Overall attainment and progress are good.
- 2.3 Students' welfare, including health and safety, is excellent. Highly effective arrangements are in place to mitigate risk from fire and other hazards. An appropriate first aid policy is well implemented. Premises are secure, fit-for-purpose and maintained to a high standard. Admission and attendance recording is accurate and procedures for reporting to the Home Office meet requirements. Pastoral support is excellent and students are clear on how to access help when necessary. A well-attended social programme further enhances their learning experience. Safeguarding of students aged under-18 is excellent. All staff are appropriately checked through the Disclosure and Barring Service (DBS) and suitably trained in safeguarding procedures. Accommodation in homestay is of high standard, very well managed and meets safeguarding requirements.
- 2.4 The effectiveness of governance, leadership and management is good. Oversight by the board of directors is good and ensures achievement of the school's aims. The managing director provides very effective leadership and careful monitoring of the school's operations. Management structures and responsibilities are good, resulting in clear educational direction and high standards of provision. Communication between managers is effective, ensuring consistent implementation of the school's comprehensive policies and procedures. Self evaluation is accurate and successfully identifies priorities for development. Appropriate targets are set and regularly met. Quality assurance is good. It draws upon analysis of a wide range of feedback and data to drive improvement in all aspects of provision. Teachers benefit from regular lesson observations and appraisal and all staff have access to appropriate continuing professional development (CPD). Staff recruitment, qualifications and suitability checks are good and meet requirements.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 Assessment of students prior to and on arrival is good. The school provides accurate information on courses and most students receive helpful guidance from agents, which enables them to select the most suitable course. A very small minority of students is not made sufficiently aware that access to certain specialist course options requires a higher level of English than they can reasonably expect to attain in the short term. As a result they are not fully satisfied with the early stages of their programme.
- 3.2 Initial assessment is accurate and includes identification and recording of personal learning goals. It leads to correct placement in classes. Assessment information is passed to teachers and is used effectively in course planning.

3.(b) Suitability of course provision and curriculum

- 3.3 The suitability of course provision and curriculum is good; students are well educated in accordance with their own objectives and the school's aims. The school offers a wide range of courses, which are accurately reflected in brochures and other marketing materials. Students can change level when appropriate. Courses meet the definition of an approved qualification for Tier 4 students as set out in the Home Office guidance.
- 3.4 The school has an appropriate statement of educational purpose, which it implements effectively. A suitable curriculum policy informs planning. Schemes of work for adult classes include weekly outcomes set by the teacher, which are based on the course book syllabus but also reflect students' learning goals. Courses for young learners are enriched by a well-designed activity programme, which contributes effectively to their enjoyment and achievement.

3.(c) The quality of teaching and its impact on learning

- 3.5 The quality of teaching and its impact on learning is good. The large majority of lessons are good or excellent and teachers demonstrate excellent subject knowledge. Thorough planning is responsive to the cultural background and prior attainments of students. There are clear objectives and means of assessing whether the objectives are achieved. A good range of effective teaching methods and engaging activities are successfully employed and class time is managed well, with teachers adapting the pace to suit learners' needs. Teachers ensure that all students participate actively and use focused questioning to engage the whole class. As a result, students are very well motivated. In the few less effective lessons, planning is not sufficiently student focused with over-reliance on the course book, and there is insufficient practice of target language. Basic techniques, such as error correction and nominating students to answer, are omitted. Consequently, opportunities are

missed for maximising student progress. Classroom resources are excellent, and in the best lessons teachers use their own high quality materials, which are well related to students' interests. Competent use is made of information technology across the provision to enhance learning.

- 3.6 Students' work is assessed regularly through tests and outcomes are used effectively to inform planning. Marking of written work is good. The majority of student work is well marked and encourages students to self-correct. However, the use of a correction code is inconsistent, and in a small minority of cases teacher comments do not provide guidance on how to improve. Students are encouraged to take responsibility for their learning. A weekly review of planned learning outcomes helps all students, including those on short courses, to evaluate and record their progress and enables teachers to provide well-targeted support. Tutorials are well structured, enabling both the teacher and student to focus on relevant issues during their meeting to best support individual progress.

3.(d) Attainment and progress

- 3.7 Progress and attainment are good and most students are highly satisfied with their learning. Evidence from lesson observations demonstrates that the large majority of students acquire new knowledge and make good or excellent progress. Courses are referenced to CEFR levels or to external accreditation where appropriate. Tracking demonstrates that overall students progress in line with school expectations.
- 3.8 The results of the small number of English language students sitting external examinations are satisfactory. CELTA results are at or above benchmark, with excellent outcomes over the last year.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements for promoting health and safety are excellent. A comprehensive range of health and safety policies and procedures are implemented well and provide effective guidance for staff and students. Policies are updated and reviewed as required to ensure compliance.
- 4.2 Effective procedures are in place to minimise the risk from fire and other hazards and are well monitored by senior staff. Fire risk assessments are systematically updated; regular fire audits and fire drills are undertaken and properly recorded. There are appropriate fire action notices in each classroom. Fire exits are clearly signed and illuminated and exits are free of obstructions. Fire protection equipment is appropriately sited and regularly maintained by a specialist company. Several key staff have undergone training in fire safety, and there are sufficient trained fire marshals and first aiders. The first aid policy is appropriate and provides clear guidelines for staff. First aid kits are sufficient in number, well maintained and appropriately positioned. The school provides suitable accommodation for students who are unwell or injured. Risk assessments for trips and outings are thorough and appropriate.
- 4.3 The school premises are safe and secure, maintained to a high standard, and well monitored by staff. Students report that they feel safe in the school. Classrooms are suitably furnished and provide a good environment for teaching and learning. Levels of lighting, heating, ventilation and sound insulation are appropriate throughout the school. The spacious, bright dining and common rooms and external seating areas provide excellent spaces for relaxation outside of class and are well used by students. Kitchen and serving facilities are hygienic and meet requirements. Washrooms are adequate in number, clean and well maintained. Ground floor classrooms and facilities are fully accessible by wheelchair users. The multi-media learning centre is not accessible for wheelchairs.

4.(b) Student registration and attendance records

- 4.4 Admissions, registration and attendance records are good. There are clear systems for recording and monitoring information on registration and attendance and records are accurate. The student services team follow up under-18 absences promptly.
- 4.5 Attendance and punctuality requirements are effectively communicated to students and the formal warning procedure is consistently implemented when attendance falls below eighty per cent. Appropriate procedures are in place for reporting non-compliance with visa regulations to the Home Office.
- 4.6 The school has suitable policies and procedures for the collection and refund of fees and deposits, which are fair and applied consistently.

4.(c) Pastoral support for students

- 4.7 Pastoral support for students is excellent. Students receive a thorough induction on arrival, which ensures that they have all the necessary information for their academic course and for their safety. All key staff are introduced to students so that they know who to contact with any concerns. Relationships between staff and students and amongst students themselves are very positive. There is a clear policy on promoting integration and tolerance. Students report that they feel safe in the school.
- 4.8 Students' personal needs are very effectively met by the well-trained welfare staff, who are available to meet them individually when required. Students confirm that they are able to discuss any concerns with staff, and feel well cared-for. Teachers are vigilant in monitoring the well-being of students aged under-18 and are active in raising any concerns with the welfare team. An emergency telephone number is given to all students to allow contact with welfare staff outside of school hours.
- 4.9 The school provides a good range of social activities, which are planned in response to students' preferences. Learning is enriched by weekly outings to areas of interest. The adult activity programme is well led by teaching staff and student participation is high, which further enhances their learning experience and relationships within the school. Courses for young learners and for students aged over fifty have their own appropriately tailored activity programmes.
- 4.10 The school provides suitable careers and university guidance for those who wish to extend their studies. This includes visits by staff from the local university. Students report that they are well supported by school staff, who provide the help they need to make appropriate choices for the next stage of their education.

4.(d) Safeguarding for under 18s

- 4.11 The school has excellent procedures for the safeguarding of students, which fully meet current national statutory guidance. An appropriately trained designated safeguarding lead and two trained deputies oversee all aspects of the school's work to safeguard students, including those aged under-18 years. Staff receive appropriate training in safeguarding and prevention of radicalisation; they are familiar with the school's comprehensive policies. DBS and other required suitability checks have been completed for all staff and are accurately recorded on the school's single central record.

4.(e) Residential accommodation

- 4.12 Residential accommodation is excellent. Arrangements for homestay are very well managed. All appropriate checks are made on hosts and on premises before students are allocated to them. Meticulous records are kept to ensure that homes are revisited regularly and all safety and legal requirements are met. All hosts are DBS checked in homes taking students aged 17-18, and all family members over 16 in homes taking younger learners. The local authority is notified of students under 16 years staying for more than 27 days.

- 4.13 Homestays are high quality, with hosts who demonstrate interest in the students and show concern for their welfare. Students are included in family activities, providing suitable opportunities for them to practise speaking. Hosts are aware of the school's rules for students aged under-18 and of procedures for raising concerns with the school. They confirm that communication with the school is effective. Feedback, including any concerns raised by students is well recorded and problems are effectively resolved. In meetings, students reported that they were very happy with their homestays.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight is good. The proprietors provide effective oversight of the school and fully discharge their responsibilities for educational standards and the care of students, ensuring that the school's aims are fulfilled. Financial planning is good, resulting in good investment in staff, accommodation and resources. The managing director communicates a clear vision for the school. He successfully leads its strategic development and is closely involved in day-to-day operations. He monitors the work of all areas, ensuring that all legal requirements and responsibilities for safeguarding, health and safety are fully met. Relationships with senior staff are very effective, resulting in coherent leadership of the school.

5.(b) Management structures and responsibilities

- 5.2 Management structures and responsibilities are good. The management structure and job roles are clearly defined, with responsibilities appropriately delegated and fully met. Good communication between leadership and management is facilitated by regular meetings and sharing of information. Managers ensure the consistent implementation of comprehensive policies and procedures, which are regularly reviewed and updated. Educational direction is effective in driving up standards and meeting changing student demand. Consequently, most students are happy with academic provision, and rates of progress are good. Academic managers provide effective support to teachers and encourage new initiatives. Self evaluation is good. It draws upon the views of staff from all areas and is accurate in identifying the strengths and areas for development in the school. Leadership uses data successfully to inform target setting and measure success. Progress towards targets is regularly tracked and reported on, resulting in continuous improvements. The school has well-qualified staff and provides appropriate training opportunities to support them in fulfilling their roles and developing their careers.

5.(c) Quality assurance including student feedback

- 5.3 Quality assurance is good. Excellent systems for obtaining feedback cover all aspects of the school and student experience and regularly lead to improvements in provision. Data on student achievement is effectively analysed and used to appropriately modify courses. However, there is no centralised system for attendance recording so managers do not have a readily accessible overview of class attendance. Student opinion is elicited through course questionnaires, focus groups and suggestion boxes; teachers' surveys identify staff suggestions and ideas for improvement. Responses are carefully analysed and wide-ranging changes are made to enhance the overall quality of the provision and outcomes for students. Progress against implementation of quality targets is checked regularly in meetings and recorded in minutes.

- 5.4 In inspection interviews students reported that they are happy with their courses, and that most teaching is very good. They consider resources available in class and for self-study to be good. They confirmed that they can access additional academic support outside of class. The large majority were happy with their progress.
- 5.5 Staff appraisal is satisfactory. Performance management of teachers is good. They benefit from regular, detailed lesson observations by well-qualified managers, which are well linked to a suitable system of appraisal. Realistic targets are set and reviewed. Good opportunities for staff development lead to improvements in the quality of teaching and learning. However, administrative staff and managers do not undergo formal appraisals. Their performance is discussed at informal meetings and support or training is provided as required. This ensures that the staff development requirements of the school are met.
- 5.6 The school has an appropriate complaints procedure, which includes recourse to an external adjudicator. The procedure is published in the student handbook and on the website. Comprehensive records are kept of all complaints, and demonstrate that they are resolved fairly and promptly. The school participates in a fee protection scheme.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.7 Staff recruitment, qualifications and suitability checks are good. Recruitment procedures are appropriate and conform to safer recruitment guidelines. All required checks are made prior to confirmation of appointment and records are meticulously kept in staff files.

5.(e) Provision of information

- 5.8 Provision of information is good. The school website contains all required information. The web-site and brochures accurately represent the provision and enable students to make informed choices of programme.
- 5.9 The school provided all requested information promptly in advance of and during the inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- 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.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with staff and students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Ms Dawn Hart	Lead Inspector
Mrs Flora Bean	Team Inspector
Mrs Lynne Heath	Team Inspector
Mrs Katherine Wells	Team Inspector