

Organisation name	Anglo Ltd
Inspection date	24 July 2025
Current accreditation status	Accreditation under review/suspended
Reason for spot check	Signalled: end period under review/suspended

Recommendation

We recommend continued accreditation. The period of review may now be ended and accreditation continued with a further spot check next summer focusing on teaching and weaknesses in W1, W9 and S5.

Changes to the summary statement

An updated summary statement can now be issued.

New summary statement

The British Council inspected and accredited Anglo Ltd in July 2024 and July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large organisation offers vacation courses for under 18s.

The inspection report noted a need for improvement in the area of teaching.

The inspection report stated that the organisation met the standards of the Scheme.

Summary inspection findings

Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive guidance and support appropriate to the programme. For the most part, courses are structured to provide benefit to students. The teaching observed did not meet the requirements of the Scheme. There is a need for improvement in *Teaching*.

Welfare and student services

The provision meets the section standard. Arrangements for the care of students are appropriate, although the emergency plan is not effectively communicated. The leisure programme meets the needs and interests of the students. The school offers comfortable accommodation, which is well managed.

Safeguarding under 18s

Overall, the provision meets the section standard. There is a clear and comprehensive safeguarding policy which is made known to all adults in contact with under 18s. Safer recruitment policies are effectively implemented. The provision for the safeguarding of students under the age of 18 during the unstructured parts of the programme is inadequate.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2016
Last full inspection	2024
Subsequent checks/visits (if applicable)	July 2025
Other related non-accredited activities (in brief) at this centre	None.
Other related accredited schools/centres/affiliates	Six other seasonal locations: Bristol, Guildford, Richmond, Stirling, Uxbridge, Warwick
Other related non-accredited schools/centres/affiliates	None.

Student and staff profile	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	172	250
Minimum age (including closed group or vacation)	10	10
Typical age range	13–15	13–15
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian	Italian, Turkish
Total number of teachers on eligible ELT courses	6	9
Total number of managers including academic	5	5
Total number of administrative/ancillary staff	10	13

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	5
A TEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	6
Comments	
None.	

Premises profile

Address of main site	N/A - seasonal multi-site operations
Additional sites in use	University of Surrey, Stag Hill Campus, Teaching Block University of Roehampton, Richmond, Froebel Campus, Gilroy University of Stirling, Andrew Stewart Hall Brunel University, Kingston Lane, Uxbridge University of Warwick, Social Sciences
Additional sites not in use	University of Bristol, Hiatt Baker Hall

Introduction

Background

Anglo Ltd was formerly accredited under the name of International Quest (IQ). In 2016, there was a change of ownership, and the new name was introduced. Anglo runs summer vacation courses for students aged 10-18. In summer 2025 Anglo is running seven centres across the UK in Bristol, Exeter, Stirling, Richmond, Guildford, Warwick and Uxbridge. All Anglo students are enrolled as groups through language travel agents; no direct enrolments are accepted. Exeter is the only centre offering homestay in addition to residential accommodation. This was a signalled spot-check inspection to end a period under review following a full inspection in July 2024 where the teaching and learning did not meet the section standard and there were weaknesses in P1, W1, W9, W22 and Safeguarding under 18s.

Preparation

The spot check was carried out by two inspectors over a full day. The reporting inspector contacted the provider in advance to check if there were any dates which would not be suitable and when key staff would be present at each centre. The date and location of the spot-check inspection was not disclosed to the provider. The Accreditation Unit sent the inspectors relevant documents, and they requested a small number of documents in advance from the provider.

Programme and persons present

The inspectors arrived at the Exeter centre at 9.15. All teachers were observed once. Meetings were held with the programme manager, teaching manager, workshop and teaching supervisor and safeguarding and welfare officer. An online meeting was held with the director and head of teaching. Focus group meetings were held with group leaders, a group of students and all the teachers. The inspectors requested a range of documents, which were provided. The inspectors left the school at 16.30.

Findings

Findings are reported in the following section and in the Action taken on points to be addressed.

Management

Further to the previous inspection, the senior management team has implemented measures to enhance the management framework at each centre. A new student welfare officer position has been established to oversee student wellbeing, health and safety, accommodation, and safeguarding on-site. Larger centres have appointed dedicated individuals to this role, while in smaller centres, the activity manager has assumed these responsibilities in lieu of some supervisory duties.

Management has also revised operations to ensure that some policies and practices regarding day-to-day management, teaching and learning, and welfare and safeguarding are developed locally for each centre. Communication regarding staff terms and conditions and duties has been clarified, and staff induction has been extended to promote staff stability and continuity.

Teaching and learning

The school's courses and teaching resources have been reviewed by the head of teaching. Teacher induction includes a number of sessions including focuses on resources, teaching teenagers and classroom management.

Teaching and learning

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
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Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Grammar and language, and excursion preparation.

Comments

All six teachers working during the week of the inspection were observed.

Teaching: classroom observation	Need for improvement
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Not met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Not met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Not met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Not met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Not met

Comments

T19 In several cases, language was modelled unclearly or explained inaccurately. Examples of language use were often irrelevant and unconnected to the aims of the lesson.

T20 In the large majority of classes, the topics and materials selected were appropriate. However, in some cases, excursion lessons were not consistently focused on the excursion programme that students were participating in.

T21 Almost no classes demonstrated evidence of learning outcomes being made known to students. When learning outcomes were shared with students, there was very little connection between them and lesson activities.

T22 In general, techniques such as elicitation, questioning and nomination were ineffective. In the majority of segments, techniques to present and practise language and to develop skills were lacking.

T23 Most teachers did not control the learning environment effectively. Use of the whiteboard, audio and video was inconsistently managed, and in weaker segments was incoherent and confusing for students. The teachers did not always appear familiar with the resources made available to them.

T24 The large majority of teachers provided positive feedback to students. Students' performance during activities was monitored effectively.

T25 Very few classes included activities to evaluate learning. Questioning was unfocused and often did not relate to what had previously or recently been learnt. There were insufficient opportunities for students to demonstrate their learned language.

T26 In a minority of classes there was a positive energy and high levels of engagement. However, in the majority of segments observed, the students were not engaged and there were very few opportunities for them to produce language.

Welfare and student services

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 There is a variety of leisure activities available to students catering for a wide range of interests. Activities and excursions are flexible and responsive to student and group leader requests.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts students aged from 10 to 18 years in accompanied groups. At the time of the inspection, one student at Exeter was aged 18.

S1 A detailed and comprehensive safeguarding policy is in place. It is supported by relevant practical documents including manuals and an incident-reporting platform. The policy is reviewed annually and includes clear procedures for safer recruiting, dealing with disclosures, and local safeguarding contacts.

S5 There are insufficient risk assessments and supervision arrangements in place for students at break times and other times of the day when they are not in class or participating in activities, in particular in relation to road safety.

Action taken on points to be addressed

Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.

Management

M3 Health and safety responsibilities have not been assigned at either head office or centre level. Staffing levels at Exeter were not adequate resulting in managers not being able to carry out some aspects of their roles.

Addressed. Health and safety responsibilities are now clearly specified in job descriptions. Staffing levels at Exeter have been increased resulting in the smoother running of the centre.

Premises and resources

P1 Risk assessments are generic and not campus/site specific. In the residential accommodation, responsibility for conducting a final sweep of the premises had not been agreed with the hosting organisations.

Addressed. Risk assessments have been drawn up at each centre for relevant activities and spaces, including accommodation.

Teaching and learning

T5 At Exeter there was an unforeseen shortage of teachers in the first few days of the course. The teaching manager, as part of the cover, had to teach a full timetable for the first week of the course and was therefore unable to carry out academic management tasks effectively.

Addressed. The staffing structure ensures that there is sufficient staff and cover in place to ensure that the teaching manager can carry out academic management tasks effectively.

T7 Teachers arriving after the beginning of the course at Exeter had not received a full or satisfactory induction.

Addressed. Teachers receive a comprehensive induction which is recorded appropriately.

T8 The teaching manager at Exeter, due to teaching cover, had been unable to provide effective day-to-day guidance and support for teachers in the first week of the course.

Addressed. Appropriate cover arrangements are in place to ensure that teaching managers only provide cover in exceptional circumstances. They can therefore provide day-to-day guidance and support.

T11 Although there is a rationale for the overall structure of the course, the rationale for the first grammar-based language lesson is not clear. Teachers are not given a clear structure and schemes of work to follow for the project lessons.

Partially addressed. The rationale for the first grammar-based language lesson is now clear, and project lessons now have a clear structure for teachers to follow. However, the rationale for the excursion lessons is not clear as much of the content is not relevant to the excursions that students are joining.

T21 Outcomes were not always made known to or understood by students.

Not addressed. See teaching section above.

T22 In weaker segments, there was a lack of effective teaching techniques. Explanations and instructions were not clear, there was inadequate concept checking, and overall, there was little evidence of techniques to motivate young learners.

Not addressed. See teaching section above.

T23 The layout of the classroom furniture, placement of students and lack of movement did not encourage interaction between students. The presentation of audio-visual materials lacked clarity and interest.

Not addressed. See teaching section above.

T24 Feedback was very limited often because students were given few opportunities to produce language. Pronunciation errors were rarely picked up or corrected and practised.

Addressed. See teaching section above.

Welfare and student services

W1 Relevant elements of the emergency plan are not effectively made known to students, staff, group leaders or to the host institution.

Partially addressed. While communication of the emergency plan to staff and students is appropriate, relevant elements of the emergency plan are not included in risk assessments and are not made known to group leaders.

W9 Fire risk assessments are not in place for homestays.

Partially addressed. Fire risk assessments are in place, but the provider was unable to give evidence of homestay visits.

W21 The plans for specific activities are not consistently written or detailed and are not effectively shared with staff or group leaders.

Addressed. Leisure programme plans are clearly written for each activity and are shared with staff and group leaders.

W22 Risk assessments are not consistently drawn up in relation to specific leisure activities. Staff are not aware of risk assessments for activities nor of the measures intended to mitigate risks.

Addressed. Risk assessments are drawn up for specific leisure activities and shared with staff.

Safeguarding under 18s

S4 Reference checks are not in place for homestay hosts.

Addressed. References are collected for homestay hosts. This is verified by the teaching director and safeguarding and welfare officer.

S5 There are insufficient risk assessments and supervision arrangements in place for students at break times and times of the day when students are not in class or participating in activities.

Not addressed. Risk assessments and supervision of times when students are not in class or participating in activities remains inadequate, in particular in relation to road safety.

S7 Some students aged under 16 are lodged in flats in residences with students aged 18.

Addressed. Head office, the centre manager, the safeguarding and welfare officer and relevant staff are aware of which students are aged 18 and have suitable arrangements in place to ensure that they are not lodged with students aged under 16.

Conclusions

The provider should be commended for the work undertaken at head office and centre levels, which has established a more stable and sustainable staffing structure. This initiative has successfully addressed many of the

points raised in the previous inspection. However, some aspects require further focus to fully meet the relevant criteria. In the area of teaching, the majority of points remain unaddressed, and the standard of teaching in relation to the established criteria has deteriorated. The school has made sufficient progress for accreditation and the reinstatement of a summary statement.

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1, W9 and S5 have been addressed. The evidence was subsequently submitted.
