

Organisation name	Cambridge Academy of English Summer Courses for Young Learners, head office Cambridge
Inspection date	26–27 July 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources 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.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation with a spot check on points to be addressed in 2024. However, evidence must be submitted within three months to demonstrate how weaknesses in M3, M10, W4, W7, W11, W26, S4, and S6 will be addressed before the start of the next course. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Cambridge Academy of English Summer Courses for Young Learners in July 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the areas of strategic and quality management and course design was noted.

Introduction

Cambridge Academy of English (CAE) was a privately owned English language school founded in 1975. The main premises were located in Cambridge, from where year-round adult courses were run and the head office operations team for the summer schools was based. The summer schools operation organised courses for students aged eight to 17 in independent schools in the local area, and including the Girton school premises, Cambridge.

In April 2020 the CAE building in Girton was sold. Two members of staff: the accounts manager and the director of young learners decided to continue the CAE YL business and took over the trading name under a new company formed in July 2020. These two former staff members are now the company directors.

Plans for 2021 were abandoned with the closure of two of the host schools previously used, and there was insufficient demand to be able to offer any summer programmes in 2022. For 2023, the directors planned to run courses for individual junior bookings at Bedford School and groups at Riddlesworth Hall in Norfolk; however, there was insufficient demand from groups so the latter programme was cancelled. A four-week course at Bedford School took place from July to August 2023.

This compliance-only inspection took place over two days at Bedford School, Bedford. One day was spent looking at the summer school operation and the next focusing on head office (HO) policies and procedures.

Meetings were held with the two directors, the former CAE principal who now acts as a consultant, the summer centre course manager (CM), who is also responsible for safeguarding onsite, the director of studies (DoS), two of the teachers with additional responsibilities for welfare and leisure respectively, and a representative from the host school's letting department. Focus group meetings were held with students, teachers, and activity leaders (ALs).

All teachers were observed and all three boarding houses were inspected.

Address of head office

C/o 89 Arbury Road, Cambridge CB4 2JD

Description of sites visited

Bedford School (De Parys Avenue, Bedford MK40 2TU) is an independent public school for boys. Students aged seven to 13 attend the Preparatory School and those aged 13–18, the Upper School. Founded in 1552, the school is within easy walking distance of Bedford town centre and set in a spacious campus, housing day and boarding pupils. It has six boarding houses with arrangements for up to 250 students and 40 staff. CAE has offices and classrooms in the school's central block and accepts students aged eight to 17 years.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English courses for juniors (under 18) for between two and four weeks. All students follow a minimum of 15 hours tuition. Courses are arranged according to age: children (aged eight to 12 years); young teens (aged 12–15 years); and teenagers (aged 14–17 years). Due to lower than expected student numbers, however, students were only grouped according to two age groups this summer. All students are booked as individuals.

Management profile

The two directors share responsibility for all aspects of management. The director who was previously the director of young learners, is more focused on academic issues and is the Designated Safeguarding Lead (DSL), whereas the former accounts manager looks after publicity and finance. Both operate remotely as there are currently no HO premises. They are assisted by a part-time student services assistant. Key seasonal summer staff including the course director and DoS are employed on a part-time or consultancy basis prior to the opening of the summer operation.

Accommodation profile

All students are accommodated in on-campus boarding houses. Rooms range from single occupancy to up to four students. Boys and girls are accommodated in separate houses. There are common rooms, games rooms, gardens, and shared bathrooms in each house.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with the providers' stated goals, values, and publicity. However, management systems are not always clear, and aspects of staff management are insufficient. Student administration is handled effectively. There is a need for improvement in *Strategic and quality management*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable environment for work and relaxation. There is an appropriate range of learning resources, relevant to the age and needs of the students. Guidance on the use of these resources is provided where necessary.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive guidance to ensure that they support students effectively in their learning. However, course design documents are in need of improvement. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. Overall, the provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation, although there was no record of inspection prior to occupation.

Safeguarding under 18s

Overall, the provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided, but a second reference could not be found for all staff.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Need for improvement
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Not met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met

Comments

The goals and values of the organisation are made known to staff through the staff handbook and organisational plans are appropriate. While the structure of the organisation is clear, the number of staff is not always sufficient to ensure the effective delivery of the provision and ensure continuity at all times. Communication within the summer centre team is effective but there are insufficient systems in place to ensure consistent communication between HO and the centre. Minutes are not currently recorded for such meetings. Feedback is obtained from students via initial and end-of-course feedback forms, but actions are not recorded. Staff feedback is mostly informal but actions are not recorded and staff reported that their recommendations were often overlooked. There was no evidence that policies and procedures are reviewed on an annual basis.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resource policies are available to staff in handbooks and on the shared drive, and all staff confirmed that they had received accurate job descriptions. There are effective recruitment procedures in place, but these are not always followed and some staff files were incomplete. Induction procedures are clear and all teaching and activity staff confirmed that they had received a full introduction to their role; however, records are not always kept. There are no records of appraisals or performance review meetings. Records of continuing professional development are maintained for the directors but less so for teaching staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Student administration is well managed. All staff are courteous and helpful to students. Enrolments are handled efficiently and there are accurate and up-to-date records of emergency contacts. The attendance policy is clear and consistently applied. Conditions under which a student may be asked to leave a course are not made available to students. The complaints policy is available on the website but some of the information is out of date.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

The main medium of publicity is the CAE website. In addition, the school produces a summer school brochure and has a presence on a number of social media platforms.

Publicity is largely accurate and gives rise to realistic expectations, although the reference to previous course names and abbreviations is a little confusing. Information on courses is clear, as are costs. There is clear guidance on the level of care and support for under 18s and the accommodation is described accurately.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	

The premises at Bedford School are wholly appropriate for the student profile and provide a very comfortable environment for study and relaxation. The grounds are spacious, and the premises are very clean. Classrooms are of a good size, bright and airy, and free from extraneous noise. Students can relax in the many outdoor areas or the large assembly hall. Feedback from the focus group was that the food is of a high standard and plentiful. Signage is clear, although CAE branding was lacking in public spaces. Staff have very good facilities for meetings, relaxation and preparation.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

There are sufficient resources for students and teachers, although some of the materials had not been unpacked in readiness for the opening of the centre. Technology is available in all classrooms and teachers have access to laptops and computers. The school does not have a policy for the review and development of teaching and learning resources.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The teaching and academic management team are appropriately qualified and experienced to deliver the range of courses offered.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Timetabling procedures are effective, and although classes had been condensed into two main age groups rather than the three originally promoted, this was well managed. However, cover arrangements often rely on senior staff which can prevent them from carrying out their main duties effectively. Teachers reported that they receive good day-to-day support and guidance. Formal and 'drop-in' observations are conducted, and teachers commented on the useful feedback provided.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is largely decided by teachers in response to the students' needs or requests but there is insufficient guidance on how to plan a two-week programme that will ensure all essential elements are covered. The course structure is loosely described in the handbook and teachers have access to a wide range of materials, but there is no overall course plan for them to follow. Teachers at the focus group commented that they would have liked more guidance on course design and spend a lot of time on the preparation of lessons. There is no evidence that course design has been reviewed recently, other than collecting materials from previous teachers. Written course outlines are not made available to students and learner strategies are not systematically covered in course design documents. Strategies to help students develop their language skills outside the classroom are well covered and there are clear links between the academic and activity programmes.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

Placement procedures are comprehensive, and all students receive a report and certificate on completion of their course.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments

All teachers scheduled to teach were observed by one or other of the inspectors.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers provided clear and accurate models of spoken and written form, and clear, often contextualised examples.

T24 All teachers provided detailed lesson plans with carefully considered student profiles. Materials were selected to ensure student participation and interest.

T25 Learner outcomes were often well expressed and written on whiteboards. Students were encouraged to tick them off as they were covered, and student portfolios were used well. Occasionally, however, outcomes were expressed more as teacher aims and in language that was not accessible to the learners.

T26 A good range of teaching techniques was observed, including elicitation, concept checking, prompting, and drilling, but, in weaker segments, lack of nomination led to some students dominating and some loss of student focus.

T27 Classrooms were managed well on the whole. Technology was used competently and included colour and visuals to aid comprehension and promote interest. Classroom space was used effectively with younger students changing groupings regularly. Instructions were clear and modelled and there was a good use of competitive activities appropriate to the age range of the students.

T28 Delayed, on-the-spot and incidental error correction featured in most lessons. Teachers monitored well and offered appropriate praise.

T29 Some lessons featured references to previous learning and there was evidence of differentiation. Lessons were well staged and included reflection, production, and plenary stages.

T30 There was a very positive atmosphere in all lessons. Students were motivated and engaged, and teachers calm and supportive. Activities were planned to ensure maximum participation, often through personalisation and competition, and were delivered with pace and energy.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Lessons were well planned and included good student profiles which had clearly influenced the choice of material and activities. Outcomes were generally made clear to students and a good range of teaching techniques was demonstrated by teachers. Classrooms were managed well, and error correction and feedback handled mostly appropriately and effectively. There was a positive learning atmosphere in all lessons. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Not met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Not met
W8 Students have access to adequate health care provision.	Met

Comments

Health and safety are generally well provided for. CAE has carried out their own risk assessment of the site. There is a guard on the gate during the day and the gate is locked at night. The emergency plan is suitably broad in scope and staff and students are aware of aspects relevant to them. Pastoral systems are very good; morning and evening house parent meetings are supported by a digital tool for staff to report concerns regarding student wellbeing. CAE have produced an anti-bullying policy, but this is not made available to students. All students were aware of the emergency phone number, and the transfer system from the airport to the school is entirely suitable. The welcome folder contains some advice on relevant aspects of life in the UK, but there is no guidance on compliance with the law. Health care provision is well managed.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

The boarding houses are well appointed and very clean. Students were very happy with this aspect of the provision. Laundry arrangements are regular. Although the senior members of the CAE team visited the site many times before students arrived, there is no record of inspections. Information provided on accommodation booked is clear and accurate, and systems for identifying and responding to issues are very effective. There is a detailed agreement in place between the host school and CAE, which includes the provision of meals. Both students and staff commented that the food was of a very high standard.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

The leisure programme is appropriate to the age and interests of the students, and those spoken to in the focus group were very happy with this aspect of their course. Facilities and resources are excellent, and staffing is suitable. Although staff have devised their own system for managing health and safety for both on-site and off-site activities, this does not include written risk assessments, and no records are kept of new risks identified. The activity staff and manager have a suitable range of experience and training, and students commented that they manage the programme very well.

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.	Not met
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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not 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

All students at CAE are under 18. At the time of the inspection, there were 48 students.

There is a detailed safeguarding policy in place, but some details were inaccurate. This was amended during the inspection and is no longer a point to be addressed. The training profile across the centre is suitable, and all staff were very aware of their safeguarding responsibilities. The recruitment policy is entirely satisfactory but the required two references could not be found for all staff. Supervision of students is well managed during scheduled lessons and activities, but the course director/DSL was not aware of the procedure for responding to students' requests for off-site visits and overnight stays. Accommodation is sensibly arranged with regard to age and gender and suitable arrangements are in place to ensure contact between CAE and parents or legal guardians.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2012
Last full inspection	2016
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Cambridge Academy of English year round
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1975
Ownership	Name of company: The Willow Education Limited Company number: 12752342
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	C/o 89 Arbury Road, Cambridge CB4 2JD
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Bedford School
2. Name of centre	
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0				

17 years and under	48				
Overall total	48				
U18 programmes: advertised minimum age(s)	8				
U18 programmes: advertised maximum age(s)	17				
Predominant nationalities	Swiss, Slovakian, Spanish, German, French, and Austrian				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	6				
Total number of activity managers and staff	4				
Total number of management (non-academic) and administrative staff	3				
Total number of support staff	3				

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	1				
Academic managers without TEFLQ qualification or 3 years' relevant experience	0				
Total	1				

Comments

The DoS was teaching for 15 hours during the week of the inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	1				
TEFLI qualification	4				
Holding specialist qualifications only (specify)	0				
YL initiated	0				
Qualified teacher status only (QTS)	0				
Teachers without appropriate ELT/TESOL qualifications.	0				
Total	5				

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a					N/a				
Private home	N/a					N/a				
Home tuition	N/a					N/a				
Residential	N/a					48				
Hotel/guesthouse	N/a					N/a				
Independent self-catering e.g. flats, bedsits, student houses	N/a					N/a				
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	N/a					N/a				
Staying in privately rented rooms/flats	N/a					N/a				
	Adults					Under 18s				
Overall totals	N/a					48				

Centres	1	2	3	4	5
Overall total adults + under 18s	48				