

Organisation name	Cambridge Academy of English
Inspection date	17–18 April 2019

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.

Summary statement
<p>The British Council inspected and accredited Cambridge Academy of English in April 2019. 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).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), courses in professional English (25+), and courses for closed groups of adults (18+) and young people (16+) and under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Cambridge Academy of English (CAE) was established in 1975 by a Japanese educational trust. The school offers year-round courses in general English to adults and young people (16+), professional English to adults (25+), and closed-group courses, including courses for closed groups of school-age children.

Courses for young learners, with the exception of the closed-group courses mentioned above, fall under a separate accreditation, which covers summer residential courses in three centres and the summer teenage homestay course based on the same site as the year-round courses.

At the time of the inspection, general English courses were running at five levels, with afternoon electives including IELTS preparation and business English. There was one closed group of school children, and a number of students were following one-to-one courses in the professional centre.

The inspection took place over two days with two inspectors. The inspectors held meetings with the principal, the deputy principal, the academic director, the director of young learner (YL) courses, the director of studies (DoS) for YL courses, the director of the professional centre, the registrar, the accommodation manager, the groups manager, the two social activities managers, the accounts manager, who is also responsible for safety and security, and a group leader. Focus group meetings were held with staff and students, and one inspector visited three homestays and the residence used for adult students in summer. All teachers who were teaching in the week of the inspection were observed.

Address of main site/head office

65 High Street, Girton, Cambridge CB3 0QD

Description of sites visited

The school is situated in Girton, a village just outside Cambridge and a ten-minute bus ride from the centre of the city. The main school building is a four-storey former rectory. The lower ground floor contains the cafeteria, social activities and groups office, and a small common room. The ground floor and first floor contain reception, the accounts office, a common room, a set of three rooms which comprise the study centre, the multimedia room and a computer room, offices, staffrooms and classrooms. The professional centre, which was previously located in a converted former stable block, has recently been relocated to the top (attic) floor of this building. It contains three classrooms, a staffroom, and a lounge.

The site contains three other buildings. The purpose-built Kamiya Courtyard (KC), which contains four classrooms and a small staffroom, is used for closed groups. The garden block contains two further classrooms. The final building, the Banana Club, consists of one room, which is used for whole-school social activities and, when needed, as a separate area where closed YL groups can eat and socialise.

The whole complex is set in gardens with seating and a parking area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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

Students aged 16 are admitted to adult courses, which constitute the majority of the courses run. One-to-one courses are offered. The age-range for closed groups of school-age children is typically ten to 15 years.

Management profile

The principal, who reports to the board of directors, heads a small management team consisting of the academic

director, the director of YL courses, and the accounts manager.

Accommodation profile

The school provides half-board homestay accommodation year round, with full board at weekends for all students. Residential self-catering accommodation is available for adults in summer.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There are well established and appropriate systems across all aspects of management which operate to the benefit of the students and are in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well maintained and provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources appropriate to the age and needs of the students is available for both class use and independent study. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Varied opportunities for professional development are available and teachers receive guidance, as necessary, to ensure that they support students effectively in their learning. Courses are carefully structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design*, *Learner management*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with appropriate pastoral care and information. Effective measures are in place to ensure the safety and security of students on the premises and there is a comprehensive plan in place for dealing with emergencies. Accommodation is suitable. The leisure programme is well managed by dedicated members of staff. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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.	Strength
Comments	
M1 There is a very clear written statement of values and how these are reflected in relationships with students. The values, which were an outcome of a recent whole-staff development day, are communicated in publicity and reinforced by notices in classrooms.	
M2 The organisation plan, which is reviewed annually, is clear, well focused, and realistic.	
M3 The organisational structure is clearly set out in an organogram and individual roles are indicated in a staff photo gallery. The retirement, immediately following the inspection, of the long-serving deputy principal has been prepared for by a redistribution of responsibilities and careful continuity planning.	
M4 Easy informal communication is supplemented by regular internal meetings, including daily meetings for teachers. Video calls with the overseas owners also take place regularly. Update emails are sent to homestays twice a year, and hosts are invited to a summer party at the school.	
M7 Evidence was seen of a commitment to regular, systematic review of systems, processes and practices based on student feedback and minuted staff meetings. Action taken is recorded.	

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Met
M11 There are effective induction procedures for all staff.	Strength
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.	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.	Strength

Comments	
M8 Comprehensive and well-established human resources policies are introduced during induction and available on the shared drive. Staff stated that they felt valued and were appreciative of the school's welfare provision.	
M11 Induction is very thorough. Procedures include signed checklists, follow-up checks after one week, and when possible, shadowing and observation. Recently employed staff commented positively on the comprehensiveness of their induction.	
M13 There is strong support for the continuing professional development (CPD) of all staff. In addition to financial support for the upgrading of qualifications, this includes attendance at external events and a varied programme of weekly CPD sessions, to which teachers contribute. Evidence was also seen of opportunities for career progression within the school.	

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Not 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.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments	
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M14 Written student feedback on staff is very positive. Students in the focus group commented particularly on the friendliness and approachability of school staff.

M15 Helpful information on course choice is available before arrival and during students' stay. Students on professional courses complete a needs analysis which forms a basis for the design of their course, and guidance for other students on course or elective choices is available during fortnightly tutorials or from academic managers.

M16 Enrolment procedures, which include checks on information already held on a student, are efficient, and an understanding approach is adopted to requests for refunds in the event of cancellations.

M18 Emergency contact details do not indicate whether the contact speaks English. Following the inspection, the registration and database were amended to include this information and this is no longer a point to be addressed.

M21 Information on how to make a complaint is clear, and evidence was seen that any complaints are thoroughly investigated and fully documented.

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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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 website, where key information relating to courses is translated into eight languages. A hard copy brochure which gives much more detail on courses and a separate leaflet containing brief details of courses and fees are also available and sent to agents.

M24 No information is provided on course objectives for the adult general English course.

M25 The cost of summer adult residential accommodation is not stated. The cost of the adult summer residence was subsequently added to the school's website and this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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.	Strength
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.	Strength
Comments	

P1 All areas, internal and external, are very well maintained, and consideration has been given to the relaxation needs of students and staff.

P2 All classrooms provide a suitable learning environment. Those in the KC and the Garden Block, one of which has recently been refurbished, are of a particularly high standard.

P3 There are good facilities for student relaxation. These include a large common room, a small area next to the cafeteria, the Banana Club, and for students in the professional centre, a large room with free hot drinks. In fine weather, the attractive garden offers a further area for relaxation.

P5 Signage on the whole site is very clear and noticeboards are attractive and well maintained.

P6 Staff are well catered for. General English teachers are based in a well-equipped staffroom with an adjacent room for relaxation and meetings; the professional centre has a staffroom/office and adjoining relaxation area for use by students and staff; and the KC has an office for staff teaching YLs.

Learning resources	Area of strength
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P9 All classrooms are well equipped technologically, with networked resources and either interactive whiteboards or data projectors. Prompt and efficient in-house technical support and training are available.

P10 The main study centre, which is flanked by two further rooms with computers, is very well organised, with clearly labelled zoned resources, and a dedicated manager. The study centre is open on Sunday afternoons.

P11 All students receive an induction to the study centre. Many of the resources have answer keys, and the study centre manager is available to offer advice whenever the centre is open.

P12 Feedback on resources from students and staff is considered as a part of regular course review. Evidence was seen of a proactive approach to the development of resources for the study centre, and teachers stated that requests for new materials were always granted.

Teaching and learning

Academic staff profile	Area of strength
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

T1 One teacher does not have a Level 6 qualification. The rationale was accepted in the context of this inspection.

T4 Four of the six academic managers are TEFLQ and suitably experienced. Rationales were submitted for the two academic managers who are not TEFLQ. The roles of both primarily involved academic administration. Both rationales were accepted in the context of this inspection on the grounds of the individuals' specialist qualifications and/or relevant experience and the support available from TEFLQ colleagues.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

Report expires 31 March 2024

T6 Closed-group courses are taught in the KC, and class timetables provide for staggered breaks for students on these and the adult courses. Teacher allocations for all courses take into account students' need for both continuity and variety.

T7 There are good cover arrangements in place. Existing staff, including academic managers when necessary, can provide short-term cover, and the school can draw on a pool of suitably qualified and experienced teachers. In the case of planned cover, handover notes and teaching materials are made available.

T9 There is a good balance of informal support, as needed, through daily interaction and planned development opportunities. The termly plan for the weekly CPD sessions, which take a variety of forms, is drawn up collaboratively; peer teaching, or variations on this, is also organised.

T10 Observation records are helpfully detailed and development-focused, and teachers were appreciative of the feedback provided. Appraisal includes consideration of observation reports.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 There are good systems for course review. All general English courses are reviewed mid-term in the light of student and teacher feedback, and professional courses are reviewed with students on a daily basis. The content of elective courses is also subject to negotiation with students. Closed-group courses are reviewed with the sponsor following each iteration.

T14 A range of after-school language skills-based clubs (in, for example, pronunciation, writing and speaking) offer opportunities for consolidation and extension in a less formal setting.

T15 Considerable emphasis is placed on strategies and resources for independent learning, which include use of the school's own e-learning package. For students on professional courses, advice is integral to their course. For other students, individualised guidance is provided in tutorials and in a 'Welcome home' email.

T16 Interaction with hosts, on topics set by teachers, is seen as an important form of extra-curricular learning for all students. Closed-group YL trips are prepared for and followed up in class. British culture also forms part of the timetable for many courses.

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

Comments

T17 Well-designed placement tests, with results linked to Common European Framework of Reference (CEFR) levels, provide a sound basis for the allocation of students to classes. Students in the focus group stated that they were in classes of the right level.

T18 All adult students are tested every Friday, and YLs in closed groups evaluate their progress based on 'can do' statements. Notes from the fortnightly tutorials are sent to students and recorded on the database.

T19 Weekly testing provides information on students' level and progress. Where a change of class seems desirable or is requested, this is discussed in daily teachers' meetings or in tutorials.

T21 All students receive a detailed and constructive individual report, which comments on their abilities and indicates their attainment levels, referenced against the CEFR.

T22 Good, individualised support is available. A member of staff has specific responsibility for advice on mainstream UK education. This includes help with UCAS applications and personal statements.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	all

Comments

All four of the academic managers with regular teaching responsibilities were observed.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength

Comments

T23 Teachers demonstrated a good knowledge of the language, supplying helpful information on phonology in particular. Models, explanations and examples were all clear and appropriate.

T24 Content for most lessons, and particularly those for professional students, young learners, and those preparing for examination courses, had been carefully selected with learners' needs in mind. The best lessons also took account of students' cultural backgrounds and individual differences.

T25 In general, lessons had been planned to provide for a coherent sequence of activities. However, the contribution of these activities to intended learning outcomes was sometimes unclear in both lesson plans and in the way lesson objectives were presented to students.

T26 Teachers made effective use of a range of techniques relevant to learners' age and the nature of the activity. Elicitation, task modelling, awareness-raising in relation to language use, and drilling were also used well.

T27 Technology was exploited effectively and teachers' own handouts had been prepared carefully. Whiteboard use had in most cases been planned, with some judicious use of colour for highlighting. Seating arrangements encouraged student-student interaction.

T28 Across lessons, the extent of feedback on student performance was very variable. In the best lessons, teachers were attentive to individual learners and encouraged self-correction or peer feedback. In several lessons, opportunities for helpful feedback were missed.

T29 Most lessons made some use of activities which permitted the evaluation of learning; in some, past learning was reviewed or teachers used concept questions or other checks on learning, including students' evaluation of their own learning.

T30 A positive atmosphere was observed in all classes. Good use was made of pairwork and groupwork. Teachers were relaxed and confident, and students were responsive and engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good or better. Teachers showed good knowledge of the language and provided appropriate models. Lessons were coherent in structure and lesson content was carefully selected to be relevant to learners' needs and lesson focus. Teachers made effective use of a range of techniques, exploited resources well, and in most cases handled feedback to learners and evaluation of learning competently. A positive atmosphere was seen in all

classes, and students were clearly engaged.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Comprehensive safety and security measures are in place, including regular fire drills. Students hear both the fire alarm and lock down bell at induction. Responsibility for safety and security is listed in the account manager's job description and he has received fire marshal training.

W3 Students receive good pastoral care with age as a consideration. Pastoral tutorials take place for students under 18 who attend the school for over a month.

W6 Students receive personalised information setting out different options for travel by public transport.

W7 Information is attractively laid out and available in multiple locations and formats including student handbooks, student induction and the school's website.

W8 A wide range of relevant practical information is included in the student handbook and key points are repeated at induction. All under 18s are accompanied to appointments and adult students are offered a member of staff to accompany them.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not 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

W9 Homestay accommodation is spacious and in a good state of repair and cleanliness. All rooms in the summer residence are ensuite. Executive ensuite homestay is available for professional students.

W11 Two homestays did not have fire risk assessments on file. These were collected during the inspection and this is no longer a point to be addressed.

W12 Students receive sufficient information on their accommodation booking with personalised homestay profiles. Students are encouraged to contact their hosts five days before arrival.

W13 Feedback on accommodation is collected. However, there is no evidence of this being collated. Action taken

to follow up problems is not fully recorded.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

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

Comments

All criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength
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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Comprehensive information is available to students on display boards throughout the school. A guide to what is happening in the area is produced monthly to draw students' attention to local events they would not otherwise be aware of.

W25 The leisure programme is well managed by two experienced members of staff with input from the groups manager on closed groups. The school is responsive to students' requests.

W26 Comprehensive activity-specific risk assessments are used. Risk assessments are taken on activities and staff systematically give feedback after each activity.

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.	Not 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	Strength

scheduled lessons and activities.	
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

At inspection there were two under 18s enrolled on adult courses. There was also a closed group of nine under 18s. During peak times there may be ten to 15 under 18s on adult courses and the largest closed group recently consisted of 60 under 18s.

S1 The safeguarding policy is reviewed and updated annually. The policy is supplemented by codes of conduct with age differentiation.

S3 Parental/guardian consent forms are completed but do not mention travel on public transport as unsupervised time. The form was updated during the inspection and this is no longer a point to be addressed.

S5 Good measures are in place for the supervision and safety of under 18s. Tuition for closed groups of under 18s takes place in a separate purpose-built annex, which is staffed during break times. Closed groups have a staggered timetable and separate common area.

S6 A code of conduct for under 18s exists. However, no risk assessment of unsupervised time has taken place. This was completed during the inspection and this is no longer a point to be addressed

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

Inspection history	Dates/details
First inspection	1986
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Separate accreditation for Summer Young Learners
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1975
Ownership	Name of company: Kamiya Schools Ltd. Company number: 1506242
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: March (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	33	29
Full-time ELT (15+ hours per week) aged 16–17 years	4	0
Full-time ELT (15+ hours per week) aged under 16	9	61
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	46	90
Junior programmes: advertised minimum age	N/a (closed group)	N/a (closed group)
Junior programmes: advertised maximum age	N/a (closed group)	N/a (closed group)
Junior programmes: predominant nationalities	Thai	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–29	18–30
Adult programmes: typical length of stay	21 weeks	22 weeks
Adult programmes: predominant nationalities	Italian, Chinese	Italian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	6	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	6
Comments	

Two of the academic managers at the time of the inspection do not have regular teaching timetables. Teaching hours for other academic managers are variable. In the week of the inspection, the director of the professional centre and the YL DoS were teaching 7.5 and 6 hours respectively. The deputy director of the professional centre was teaching 25 hours and the ADoS General English 21 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0

Teachers without appropriate ELT/TESOL qualification	0
Total	8
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Homestay	32	12
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	1 (with mother)
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	33	13
Overall total adults + under 18s	46	