

Organisation name	The Cambridge Centre for Languages
Inspection date	9–10 August 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Cambridge Centre for languages in August 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for closed groups of under 18s and vacation courses for under 18s.

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

Strengths were noted in the areas of staff management, quality assurance, academic management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2003
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	May 2002
Ownership	The Cambridge Centre for Languages Ltd. Company number: 4438486
Other accreditation/inspection	N/a

Premises profile

Address of main site	Cambridge Centre for Languages St Mary's Centre 47 Bateman Street Cambridge CB2 1LY
Details of any additional sites in use at the time of the inspection	School Administrative Block 4 Brooklands Avenue Cambridge CB2 8BB
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The Cambridge Centre for Languages (CCL) summer school is based in St Mary's School, a day and boarding school for girls aged 4–18, close to the centre of Cambridge. CCL has exclusive use of the parts of the school where it is located, including the residential accommodation. On the ground floor there is a reception area, a large dining area, two large halls, and a staff office. The teachers' room is on the first floor and there are 15 available classrooms on the first and second floors. A computer room is available for students' use. The residential accommodation is located on the third floor. CCL has the use of the large grounds and various games pitches and outside recreation areas.</p> <p>The school's offices, in Brooklands Avenue, are where the managing director (MD) and permanent members of staff are located throughout the year. There are three office spaces on the third floor of these premises, which are shared with other businesses.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	63
Full-time ELT (15+ hours per week) aged under 16	129	126
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	129	189

Minimum age	10	10
Typical age range	13–14	13–14
Typical length of stay	3–4 weeks	3–4 weeks
Predominant nationalities	Chinese	Chinese
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	27	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	6

These figures exclude the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

CCL offers summer English language and activity courses for 10–17 year-olds.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	103
Private home	0	0
Home tuition	0	0
Residential	0	26
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	0	0
Overall total adults + under 18s	129	

Introduction

The Cambridge Centre for Languages (CCL) offers English language and activity summer vacation courses for 10–17 year-olds. The majority of students come in accompanied groups, often from schools in China, with group leaders (GLs), who are usually teachers from the respective schools. A small number of individual students are enrolled. This is the second year that the school has been able to offer residential accommodation on the premises, in addition to the homestay provision. CCL offers tailor-made courses during the year to groups of under 18s, but none of these has run in the last 12 months.

The academic operations manager and the accommodation and welfare officer are permanent positions, employed year round. Other managers and staff are employed on a seasonal basis or as required. The school continues to employ teenagers from the local sixth-form college to act as teaching and social programme assistants. Many of the teachers are returners and some of the social activities officers (SAOs) started working at CCL several years ago as teaching assistants (TAs).

The inspection lasted one and a half days and a part day. Meetings were held with the managing director/principal (MD), the academic operations manager (AOM), the accommodation and welfare officer (AWO), the residential manager, the social activities manager, the assistant AWO, the senior teacher, the St Mary's catering manager, the social activity organisers (SAOs), and the group leaders. Focus group meetings were held with a group of students, the teaching assistants (TAs) and the teachers. All teachers were observed. The residential accommodation was inspected by one of the inspectors.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear with the MD being very involved in the overall planning, marketing and day-to-day running of the operation. She is assisted year round by the AOM and the AWO, both of whom have taken up their posts within the last 12 months. The previous AOM has been available to provide support as needed and the previous AWO took on the role of assistant AWO through the peak period, which has provided further continuity.

M3 There are job descriptions for all staff except for the assistant AWO, who was already very familiar with the duties involved.

M4 There are weekly managers' meetings throughout the year and during the summer operation there are weekly senior staff, teachers' and activities' staff meetings. Senior staff meet the group leaders once a week formally, but also communicate regularly throughout the week. For the first time this year online communication has proved an effective way to convey operational and attendance information between all staff. The MD has built up very good relationships with the schools who regularly send groups, and also with the hosting school, which they have used for several years.

M7 Information and handbooks are sent to newly recruited summer staff and time is allocated for inductions before the course begins. All staff commented that they felt well prepared for their duties and responsibilities.

M8 Teachers conduct self-assessments based on competences which then form the basis of a managerial evaluation. Observations and the evaluation inform a mutually agreed action plan. Progress on this is checked by further observations or discussion and feedback. All staff are given an appraisal as part of their exit interview. SAOs and TAs are monitored by more experienced, returning SAOs while on activities. There are procedures in place for handling unsatisfactory performance.

M9 During the summer, teachers and SAOs receive regular in-house training, delivered by the senior teacher and the social activity leader. Staff have received safeguarding, Prevent and first aid training. The AOM has been funded by the school to attend several external training events throughout the year.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The administration is handled effectively throughout the year by the permanent team. There is a need for additional help at peak times and in order to address the need this year, the previous AWO stepped in as assistant AWO and she also assisted with administrative tasks.

M11 The MD offers full and comprehensive information and briefings to schools and other interested organisations.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 At an end-of-course review meeting all feedback received throughout the course from students, staff and group leaders is considered. An action plan is drawn up and a record kept of the progress.

M18 Feedback forms are completed at the end of the first week and at the end of the course. The online data is seen by senior staff, who record any actions they have needed to take. The daily lunchtime "surgeries" offer students another way to give feedback. Group leaders also pass on feedback during their regular meetings with senior staff.

M19 Staff are given the opportunity to complete mid- and end-of-course questionnaires. These ask for feedback, as well as giving staff the opportunity to make suggestions. Staff reported that they felt their opinions and suggestions were noted and they were kept informed about actions taken as a result of their feedback. Actions taken are recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity comprises a brochure and website.

M22 In most respects, the information given leads to realistic expectations. However, publicity states that students have access to books and DVDs that they can borrow. This is not the case

M24 Information on the courses is generally clear and accurate. The website states that lessons may be in the morning or afternoon, but the brochure does not make this clear.

M28 Staff are described as qualified and experienced. While all teachers were qualified, one teacher at the time of the inspection had no teaching experience. SAOs were unqualified and some had no previous experience.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and largely in accordance with its publicity. Continuity is provided by a small year-round team and a seasonal team which has many returning staff. Communications are effective. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school has sole use of the premises and negotiates the spaces needed on an annual basis. This year the school had the use of 15 classrooms, as well as relaxation, dining, administration, and both indoor and external recreational areas.

R4 Students can relax in the hall areas as well as the large gardens, which also have seating areas. The dining room is large and at peak students can also eat at tables in the dining area extension. A choice of hot and cold food is served and students reported favourably on the quality and variety.

R5 There are some noticeboards in the hall areas for the display of general information and photos of staff. The classrooms have no noticeboard space. The classroom walls are covered with displays from the hosting school's students.

R6 The teachers have the use of two adjoining rooms and large tables to work on.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students borrow a coursebook during the lessons and are given photocopied worksheets.

R8 As well as the coursebook, supplementary materials from photocopiable resources are available in well-organised folders. Teachers also have access to shared resources on an online facility.

R9 All the classrooms have interactive whiteboards (IWBs). Teachers receive support on using the IWBs on an individual basis and the hosting school maintains them and provides the technical support.

R12 There is no written policy for the continuing review of teaching resources, but there is ongoing discussion about the resources, in particular regarding the suitability of the current coursebook.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 Both the AOM and senior teacher are TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Students either have morning lessons followed by afternoon activities or vice-versa. As far as possible teachers are allocated to the same level class in the morning and afternoon. The complex timetable is managed very effectively by the academic managers.

T9 New students can join the course each week. The core of the classes remains the same if possible. New students are helped by their teacher to integrate with the remaining students and are given support on an individual basis as needed.

T10 There are weekly training sessions run in the evenings and delivered by the senior teacher. These are practical sessions aimed to help teachers with planning and delivering lessons that match the needs of the current students. Teachers reported that they found these sessions very helpful.

T11 All new teachers are observed in their first week of teaching at the school and returning teachers within their first two weeks. Observations are followed up with a session for giving feedback and for drawing up an action plan. Drop-in observations by one of the academic managers occur throughout the course. Towards the end of the course all teachers have a further full observation, followed up with an appraisal meeting. Less experienced teachers are observed more frequently if they need additional guidance and support.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The syllabus clearly states the overall aims and daily and weekly learning outcomes. The first part of the three-hour lessons is based on a published coursebook. The second session focuses on freer skills' practice and teachers are given guidelines to use materials from photocopiable resources. This session is linked thematically or linguistically to the coursebook work that has been carried out in the first session. The course is designed as a three-week course, but some students stay for a fourth week for which there is currently less guidance for teachers.

T13 The syllabus allows for flexibility within the lessons so that teachers can adapt their schemes of work to suit the needs of the class.

T14 There was no evidence that students were made aware of the course outline or intended outcomes and only in a few cases were students given an outline of the day's lesson.

T15 Students are given some study tips during their induction and in the student handbook. They are given a blue folder for their work. However, there are no dividers in the folder and students are not guided in the best way to organise their work.

T16 Teachers include some work on the scheduled excursions and allow time for follow up in the following lesson.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T18 There are no formal tests or tutorials during the course, but if needed individual students are given a tutorial and individual support.

T21 Each student receives an individual progress report at the end of the course.

Classroom observation record

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

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers provided accurate written and spoken models and generally demonstrated a sound knowledge and awareness of the use of English and its linguistic systems.

T24 Class and individual profiles outline any specific needs. Strategies were planned to deal with anticipated problems. The topics chosen were of interest to the students and sometimes linked with a forthcoming excursion or activity.

T25 There was a clear and logical sequence of activities leading to relevant learning outcomes, but in most cases these were not made clear to students.

T26 A range of effective teaching techniques was seen. Generally instructions were clear and there was good staging of activities. Students produced language and ideas with confidence when encouraged to do so. Concept checking, when carried out, was done effectively.

T27 The IWBs and projectors were used well. The furniture in most cases was arranged to allow the students to see the board and to interact with a partner or in small group.

T28 Positive feedback was encouraging and effective. In some segments errors were picked up by the teacher and peer correction was encouraged. However, there were often missed opportunities for correction, especially in pronunciation.

T29 There was some monitoring by teachers while activities were taking place and the TAs, who were generally assigned to work with a group, assisted with this. However, in most segments seen, when one activity finished,

another one was started without an evaluation of whether the learning outcomes had been achieved. T30 Rapport between students and the teacher was good. There was a positive learning atmosphere and students were engaged and on task.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers demonstrated a sound knowledge of English and provided full class and individual profiles. The lesson content was of interest to the students and the sequencing of activities led to identified learning outcomes, although these were not made clear to students. The teaching techniques and management of the classroom environment and resources were generally effective. Although there was some monitoring during activities, there was limited evaluation of learning outcomes. Students were encouraged with positive feedback, rapport was good and students enjoyed a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed well for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is one main door, with key pad entry, to access the school's teaching and residential premises. Students receive information at induction on what to do in the event of a fire, and during the first day tour of the building are shown the fire exits. Fire drills are carried out weekly. For residential students the drills are carried out at different times of the day to ensure all students benefit from the practice. Posters displayed in the school list the designated first aiders. All students are issued with lanyards.

W2 Students receive appropriate pastoral care. A welfare 'surgery' for students is held every day during the lunch break, either by the AWO or the assistant AWO and by the residential manager for students in residential accommodation. Records are kept of all meetings. The AWO meets the group leaders every day. A room is made available for religious observance. Students at the focus group commented favourably on the assistance they receive from staff.

W3 The AWO, as the named person, is identified to students at induction and her photograph is displayed on the staff photoboard in the reception area and on a noticeboard near the dining hall.

W4 The policy and procedures for dealing with abusive behaviour are presented in staff handbooks and in the student handbook which is written in accessible language, accompanied by colourful graphics. The school takes a positive approach to dealing with abusive behaviour and the advice in relation to bullying includes an encouragement to 'make someone lonely feel happier'. There is a Prevent policy in place, a risk assessment and action plan have been completed and appropriate staff training has taken place.

W5 The emergency number is held by the AWO and MD on rotation.

W6 Course fees include airport transfers on specified course dates to and from London airports. Students who have opted for homestay accommodation are met by their hosts at the designated meeting point or transferred by taxi. Individual students, and any students who arrive outside the specified course dates, are either met on arrival by the principal or transferred by a reliable taxi firm.

W7 The student handbook gives clear and age-appropriate advice on facilities, rules, personal safety and the care of valuables. Information about local places of worship is available in pre-course information.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students are accommodated either in local homestays or housed in on-site residential accommodation. The AWO and the residential manager are responsible for homestay and residential accommodation respectively. One inspector visited three homestays and inspected the residence. Residential accommodation comprises single or twin rooms, or dormitories with up to three beds. All rooms have a desk, storage space and a washbasin and there are shared shower and bathrooms on each floor. Male and female students are accommodated in separate areas of the residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three homestays were suitable overall but unsatisfactory in some respects in two of the homes visited. In one home the bedroom was insufficiently spacious for two students, despite the provision of bunk beds. In another home three students were accommodated in a room which was only just spacious enough for two students. There was insufficient hanging and drawer space for clothes and because of the overcrowding in the room these facilities were difficult to access, as almost all available floor space was taken up by the three beds. The residential accommodation inspected was satisfactory.

W10 All the relevant aspects of safety and suitability are covered on initial visits and hosts are provided with a form to complete for fire risk assessments.

W11 The AWO revisits all homestays every 18 months and visit records are up to date.

W12 The accommodation register includes information on fire risk assessments and includes records of visits. The details of one of the homes visited were out of date. The host had not informed the school that the bedroom seen at the last inspection of the home was no longer available and that another, smaller bedroom was being used to accommodate students.

W13 Students are sent useful information about their accommodation. All the required information is included except the average time of travel between the accommodation and the school.

W14 The AWO and residential manager make themselves known to students on their first day. Students complete first week and end-of-course questionnaires and any emerging issues are dealt with promptly.

W15 It was evident that well-balanced meals were being provided in the homestays visited. Students in residential accommodation are provided with three meals a day and are offered a choice of hot or cold meals. Vegetarian options are available and a selection of fresh fruit is offered every day. The food sampled by the inspectors was of a satisfactory standard.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 All hosts receive a document entitled 'required standards for homestay providers'. A question on the first week questionnaire asks for information about the number of students in the homestay. Feedback analysed by the AOM indicated that over the previous week one host had been in breach of his contract by hosting three students from another school in addition to four students from the school. The students were removed from the homestay and accommodated in the school residence for the remainder of their stay. See also W18.

W18 Group leaders sign a 'consent form' which states that more than two students may be accommodated in the same bedroom. The statement is not formulated as a specific request and does not indicate the maximum number of students permitted.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 A varied programme of sporting, social and cultural events is provided. The programme is drawn up on a weekly basis and is displayed on noticeboards near the dining hall. Students benefit from the inclusion in the programme of local teaching assistants who accompany them on activities and help with their supervision.

W27 The social activities leader is very experienced in the role. He supervises an enthusiastic team of social activities organisers (SAOs), who are each assigned a group of 16 students for each activity, and teaching assistants who are supervised by the SAOs. The leisure programme offers up to three hours of activities every day, apart from Wednesdays, which include sports, arts and crafts and visits to local attractions. Worksheets are provided for some activities and these are linked to work done in lessons. Group leaders are responsible only for their own group and are paired with an SAO for activities. There are sufficient indoor facilities available on site or in Cambridge to allow changes of activity in poor weather. There are weekly full day excursions to popular destinations such as London, Stratford-upon-Avon and Oxford. Students at the focus group praised the programme.

W28 Risk assessments are drawn up for each activity and excursion. Staff sign to say they have been read. Copies of each assessment are carried by the lead member of staff on each activity. A comprehensive risk assessment has been drawn up for students' free time on Wednesdays. Students aged 10 and 11 are always accompanied by a member of staff. All other students are instructed to stay in groups of three and an SAO is always on call in the centre of Cambridge. SAOs are made aware of the school's Emergency Action Plan and sign the risk assessments.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information and leisure activities are well met. There is a need to strengthen the management of systems regarding the provision of homestay accommodation. *Care of students* and *Leisure opportunities* are areas of

strength. There is a need for improvement in *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

All of the students enrolled on the course are under 18.

C1 There is a comprehensive safeguarding policy in place which is routinely reviewed. DBS checks are required for all staff although the policy wording that 'DBS checks may be applied for' needs to be changed so that the existing practice is made clear. This was addressed during the inspection.

C2 The AWO, who is responsible for safeguarding, has received specialist training. The AOM, MD and residential manager have received advanced training. All staff receive basic online safeguarding training at induction. A condensed version of the policy is sent to homestay hosts.

C3 The level of care and support given to students is described in a number of policies which are made available on the school's website in pdf format.

C4 Police checks had been obtained for all the group leaders.

C5 A full seven-day leisure programme is provided and students are closely supervised during lessons and activities. Risk assessments have been carried out for all activities for which there is a supervision ratio of a minimum of 1:5.

C6 Rules are clearly stated in the student handbook and during students' induction. Homestay hosts and group leaders were aware of the rules and curfew times.

C7 Students in residential accommodation are supervised by the residential manager, social activities leader, teachers and group leaders, who live in rooms alongside the students. First aid facilities are available and two staff members are first aiders. Homestay hosts provide packed lunches on the excursion day.

C8 Parents' and group leaders' emergency numbers are requested before arrival but in some cases not obtained until students arrive at the school.

Care of under 18s summary

The provision meets the section standard. There is satisfactory provision for safeguarding in the school, in the accommodation provided and in the leisure activities.
