

Organisation name	Cavendish School of English, Bournemouth
Inspection date	3–4 March 2020

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

The period of suspension may now be ended and accreditation continued with a spot check as soon as vacation courses are in operation, focusing on publicity and the provision for summer vacation courses in Bournemouth.

Summary statement

The British Council inspected and accredited Cavendish School of English, Bournemouth in March 2020. The accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language teaching organisation offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s (7+) and vacation courses for under 18s (9+) in school premises.

Strengths were noted in the areas of learning resources and leisure opportunities.

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

Introduction

Cavendish School of English is a family-run business. The school was first inspected in 2008, and in 2012 their summer courses run, on different sites in the UK, were also inspected. In the last full inspection in 2016, only adult courses were included in this accreditation as the vacation courses run for juniors at the Bournemouth school were inspected and accredited along with the company's off-site junior centres. The accreditation of Cavendish School of English, Bournemouth was suspended in December 2019 and that of the seasonal multicentre withdrawn in response to concerns about safety. For this inspection, all courses run at the Bournemouth school were inspected with a view to them coming under a single accreditation. This includes year-round courses for adults and young people (16+), closed groups of under 18s, closed groups for adults and vacation courses for under 18s. Other courses for under 18s offered on separate sites during holiday periods are not included in this accreditation.

During the week of the inspection, there were 21 students studying on the courses for adults and young people (three of them were under 18), and 120 junior students studying as closed groups from Germany. Starting times and breaks are staggered so that the adults and junior courses are run completely separately. The two sets of students do not share the common areas at the same time. All of the classrooms used by adults are in House C which is for adult students only. Adults have a separate reception from that for junior students.

The inspection took two days. Meetings were held with the managing director based in the UK; the operations manager (OM); the office director (OD); the director of studies (DoS) (responsible for adult and junior courses); the assistant director of studies (ADoS) (adult students only); the ADoS (junior students only); the accommodation officers; the marketing manager and the customer liaison officer.

Focus group meetings were held with a group of adult students, a group of under 18s (including some from closed groups and some students aged 16+ on adult courses), a group of teachers, and two group leaders. One inspector visited three homestays and two residences. The lessons of ten teachers were observed, all those teaching during the week of the inspection except one teacher who was unwell on the day of the observation.

Address of main site/head office

63 Cavendish Road, Bournemouth, Dorset BH1 1RA

Description of sites visited

The school is located in a residential area of Bournemouth, close to the town centre. There are three detached buildings, known as House A, House B and House C, connected by footpaths.

House A contains 16 classrooms for use with junior students, a conservatory/kitchen area, the main reception, a sickbay, student computer room, a multi-function room which is used as a staffroom during the day and for social activities for students in the evenings, and a number of offices. There is also a 'print room' in the basement where school-produced materials are printed. There are separate toilets for staff and students.

House B is used for overflow from Houses A and C and contains nine classrooms. There are also two academic offices as well as the teachers' room and a number of other administrative offices.

House C contains five classrooms for use with adult students. There is also an area inside the entrance with computers for the use of adult students. There are two toilets in this building.

All three buildings have a number of vending machines providing snacks and drinks.

The outdoor space includes a parking area, an area with artificial turf where a marquee is erected in summer, outdoor seating and a themed 'London' area with a double-decker bus, black taxi, and a kiosk which serves food in the summer.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers courses year round for adults and young people (16+) as well as closed groups. The school also offers vacation courses for under 18s. These vacation courses are for students between the ages of 8 and 17 with the minimum age ranging from 8 to 13 depending on the time of year and the course. There is a separate summer course for 16 to 18 year-olds.

Management profile

The OD and OM report to the two managing directors, one of whom is based in the school; the other is in Germany where the parent company is based. The OD and OM jointly line manage the DoS, and all other non-teaching staff including the accommodations, accounts, IT and marketing teams. The DoS in turn manages the teaching team with the assistance of two ADoSs. The two ADoSs are responsible for the junior and adult teaching teams respectively.

Accommodation profile

Residential accommodation is offered for adults aged 18+. Accommodation is arranged in two commercially run student residences; both are within walking distance of the school. The rooms have ensuite bathrooms; there are shared kitchens, common rooms, and laundry facilities for students' use in each residence. During the summer, university residential accommodation is used for junior holiday courses. Homestay is offered for adult and junior students. At the time of the inspection, five adult students were in residential accommodation; 15 students on adult courses (including three aged under 18) and all 120 junior students were accommodated in homestays.

Summary of inspection findings

Management

The provision meets the section standard. Communication and student feedback procedures are very good. Continuous professional development (CPD) is also well provided for. Students receive a high standard of customer service, although not all necessary information is recorded on student files. Publicity is mostly accurate, but there are discrepancies between the website and the brochure.

Premises and resources

The provision meets the section standard and exceeds it in some respects. School buildings, including outside areas, are well maintained and provide a suitably comfortable environment for students and staff. Learning and teaching resources are very good, including the provision for classroom technology. Review of learning materials is also very well handled. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic team have a level of skill and experience appropriate to the teaching context. Daily support for teachers is also well provided for, but systems to guide teachers in their handling of continuous enrolment are insufficiently rigorous. Activities to encourage the use of English outside of lessons are successful, but course design does not do enough to assist students in the acquisition of learning and study strategies. Learner management is mostly satisfactory, but student certificates and reports make unsubstantiated claims about students' levels of English. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for security and pastoral care are generally well met. Leisure programmes are appropriate for the different types of students; they are well organised and resourced. Students benefit from well-managed student services, and suitable accommodation. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there are appropriate arrangements to ensure the safeguarding of all students under the age of 18 within the school, during leisure activities and in their accommodation. Revised procedures for obtaining references for homestay hosts need to be implemented immediately.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

Strategic and quality management	Met
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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength
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.	Met

Comments

M1 The school has a very clear ethos which covers a range of areas, such as language learning and welfare. The ethos was developed through a process that included input from all staff.

M4 Communication within the school is strong. There are various departmental and inter-departmental meetings, most of which are minuted. The school also uses an online platform that provides a tool for the whole organisation to communicate efficiently and effectively. Homestay hosts are invited for coffee mornings and also receive a newsletter.

M5 Feedback from students is handled very well. Initial and end-of-course feedback are collected, shared, collated and actions taken in response are recorded in detail. A tutorial system is in place for adult students, providing a further source of feedback.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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

M11 Induction procedures for staff are thorough. Newly appointed teachers are encouraged to observe classes prior to their start date, and signed induction checklists for all staff are kept on file.

M13 Continuous professional development is very good within the school. Both administrative and academic staff are given ample opportunities to access further training. Good use is made of existing expertise, especially amongst the teaching team, and peer observation is well supported.

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.	Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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.	Strength
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.	Met

Comments

M14 Staff are very helpful and friendly. Written feedback is consistently positive on this aspect of the school, and during the inspection, both students and group leaders spoke positively about the responsiveness of the team.

M15 A multilingual administrative and marketing team is able to give detailed information to clients. Long-term students receive further support through the tutorial system, and students spoken to all felt that their expectations had been met and, in some cases, exceeded.

M18 Detailed and up-to-date records of emergency contacts are kept for junior students, but for adult students there was no record of the contacts' level of English.

M19 The attendance policy and procedure are very clear and efficient. A recently introduced electronic system of recording attendance immediately alerts relevant members of staff so that follow-up is swift.

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.	Not 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.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The school has a website, a brochure and a number of social media channels. The website is considered the main medium of publicity.

M22 Although most of the information on the website is accurate, some sections are confusing. For example, the page describing different areas to visit in the county has the description of one town next to the picture and name of another.

M24 There is conflicting information between the website and the brochure regarding bank holiday closures. Details on the total number of hours taught were missing from the Dates and Fees section of both the website and the brochure.

M26 Information on the level of care given to students under the age of 18 was insufficient. This was addressed during the inspection and is no longer a point to be addressed.

M27 Information regarding laundry and cleaning services provided in accommodation was incomplete and inaccurate. This was addressed during the inspection and is no longer a point to be addressed.

M28 Information regarding the level of experience of the teaching team did not accurately apply to the full range of staff throughout the year. This was addressed during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met

P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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.	Met
Comments	
P5 Signage and displays are very good. As well as standard signage within the school buildings, the school's free student app includes plans for the whole site as well as providing further general information.	

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.	Strength
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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments	
<p>P7 Learning resources are excellent. The school produces its own coursebooks for junior students, which are further supported by online resources mapped to the physical materials. Adult learners receive a coursebook and supplementary materials are plentiful as well as being very well organised.</p> <p>P9 The provision and maintenance of educational technology are very good. The majority of classrooms have interactive whiteboards (IWBs) or projectors, and an IT specialist is based on site. All academic staff are given training and support in using the technology available.</p> <p>P12 There is a good policy for the review of learning resources. Evidence was seen of a strong culture of review and improvement within the academic management team. Materials produced by the school are consistently updated to reflect the changing needs and profiles of their students. Feedback from both teachers and students informs the selection of coursebooks for adult classes.</p>	

Teaching and learning

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

Comments	
T4 A rationale was provided and accepted for one of the two ADoSs who is currently completing his TEFLQ course.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not 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.	Not met

Comments

T7 Cover for absent teachers is ample. As well as the three members of the academic management team, the school has between one and three teachers on cover duty during busy times.

T8 Provision for continuous enrolment is insufficient. Although teachers are encouraged to handle this sensitively, there is no clear system in place to ensure that this happens at all times.

T9 Day-to-day support for teachers is very good. There are three people on the academic management team; one with specific responsibility for junior course teachers and one for adults. Teachers spoken to feel very well supported by these staff members.

T10 The system for observation of new teachers is unsatisfactory. Although there is a regular and supportive system in place for observing existing teachers, the stated claim is that new teachers are observed within their first four weeks rather than two weeks as required.

Course design and implementation

	Met
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.	Met
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.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T14 The free conversation club activities are well attended and very popular with students.

T15 Focus on learning strategies is unsatisfactory. No evidence was seen of the systematic inclusion of this in the courses run. Observation records provided further indication that this is a neglected area of course design.

Learner management

	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T21 Academic reports and certificates make claims regarding the level of achievement by the students which cannot be empirically validated.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English, including IELTS preparation (adults), general English (juniors)

Comments

Nine of the ten teachers timetabled to teach during the two days of the inspection were observed. One teacher was unwell on the day of the observation, and the cover teacher was observed instead.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated sound knowledge and provided mostly natural models of English. In the stronger segments, models on the board included useful information such as parts of speech and stress marks.

T24 Many class profiles contained a sufficient level of detail about the learning needs of the class, but some were a little general. In all lessons, the content was appropriate to the age and needs of the students.

T25 Although most lesson plans contained clear learning outcomes, in the majority of segments seen there was no evidence of these being made known to the students.

T26 A satisfactory range of appropriate teaching techniques was seen, including elicitation of meaning and some drilling of new vocabulary. In the weaker segments, opportunities to employ techniques such as concept checking of new vocabulary, and checking of instructions were missed. A minority of lessons were too teacher centred.

T27 In most cases the classroom environment and resources were well managed. IWBs were used for visual stimuli, and students were grouped effectively where classroom space allowed.

T28 Error correction was satisfactory in most cases. In the stronger segments, the lesson plans included a variety of techniques to be used.

T29 Checking of learning was achieved mainly through feedback at the end of activities. In some cases, the opportunity to concept check during the presentation of new language was missed.

T30 Overall teachers managed to establish a pleasant atmosphere despite the challenges in those classes which were comprised of monolingual teenagers. In the stronger segments seen, good pace and a range of different activities were used to counteract the challenges presented by the homogeneous nature of the group.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching observed, in relation to the individual criteria, ranged from good to unsatisfactory with the majority of criteria being satisfactorily met. Teachers provided mostly accurate and natural models of English, but learning outcomes were not made known to students in most segments seen. In most cases the classroom environment was well managed and the majority of students were engaged with their learning.

Welfare and student services

Care of students	Met
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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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 There are very good measures in place to ensure the safety and security of students on the school premises. Thorough risk assessments have been conducted and fire evacuation practice drills take place every month.

W2 The plan to respond to any emergency, both on and off site, is very comprehensive and relates closely to the school context. The requirements are made known to staff and students in an appropriate manner.

W7 The provision is very good. Students are given information in a timely way, as appropriate for their age and length of course: at induction, in handbooks, and by means of an app via which information specific to each student is available.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 In one of the homes visited, a room occupied by two students in bunk beds was not sufficiently spacious and had no hanging space for clothes.

<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

W16 This criterion is met for the time of the inspection. However, one host, who also hosts for other organisations, said that she can accommodate up to five students.

W18 In the homes visited there were no more than two students per room. However, one of the rooms being used contained four beds.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
W21 At the start of the inspection no information was readily available about the implications of students living in private rented accommodation. However, a satisfactory information sheet was produced during the time of the inspection for immediate use, and therefore this is no longer a point to be addressed.	

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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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
W24 The different leisure programmes offered are well suited to the age of the students, their length of stay and their main reasons for studying in the UK. For the students on adult courses the Friday conversation club, followed by lunch and a social activity, is very popular.
W25 The leisure programmes are very well organised and resourced. The director works closely with the leaders of the school groups and professional guides are employed for excursions. The ADoS organises and runs the programme for adults, with the aid of teachers.
W26 There are very effective systems for ensuring the health and safety of students during their leisure programme. Procedures relate closely to the plan to respond to any emergency.

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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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
Courses for adults are advertised for students aged 16+. At the time of the inspection, there were three students aged under 18 studying on adult courses. The majority of students at the school are aged under 18, attending 'holiday' courses or in closed 'school groups'. At the time of the inspection there were two school groups with a total of 120 students aged under 18; most (102) were aged under 16.

S1 This criterion is met overall. However, the procedures for obtaining references for homestay hosts need to be specified more clearly. See S4.

S2 The provision for guidance and training is very good. All staff receive initial and regularly updated safeguarding training at the level relevant to their role.

S4 Generally, the college has appropriate safer recruitment policies and practices. However, the method for obtaining references for homestay hosts was not satisfactory. Appropriate procedures, with accompanying documentation, were devised during the inspection period but still need to be implemented.

S8 Communication between the school and the parents is very effective. The parents can track their children's activities in real time via an app.

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	July 2012
Last full inspection	September 2016
Subsequent spot check (if applicable)	August 2017, July 2018, July 2019
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation suspended
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	Summer Centres (Embley Park, Hampshire and Thornton College, Oxfordshire)

Private sector

Date of foundation	1983
Ownership	Name of company: Cavendish School of English Company number: 03010012
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: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week

Full-time ELT (15+ hours per week) 18 years and over	18	73
Full-time ELT (15+ hours per week) aged 16–17 years	3	115
Full-time ELT (15+ hours per week) aged under 16	0	291
Part-time ELT aged 18 years and over	0	11
Part-time ELT aged 16–17 years	18	10
Part-time ELT aged under 16 years	102	34
Overall total ELT/ESOL students shown above	141	534
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17(18 for Intensive Summer programme for 16 to 18 year-olds)
Junior programmes: predominant nationalities	German, Saudi Arabian, Russian, Ukrainian	German, Italian, Mexican, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–25	18–25
Adult programmes: typical length of stay	2 weeks	3 weeks
Adult programmes: predominant nationalities	Saudi Arabian, German, Spanish, Italian	Saudi Arabian, German, Omani, Russian

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	10	23
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	

A rationale was provided for one of the two ADoSs who is currently completing his TEFLQ course. None of the academic managers were scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	10
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
<i>Arranged by provider/agency</i>		
Homestay	12	123
Private home	0	0
Home tuition	0	0
Residential	5	0
Hotel/guesthouse	0	0
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	18	123
Overall total adults + under 18s	141	