

Organisation name	Central Language School Cambridge
Inspection date	5–6 April 2017

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, an action plan must be submitted within three months to demonstrate that weaknesses in W1 relating to fire drills are being addressed.

Summary statement

The British Council inspected and accredited Central Language School Cambridge in April 2017. 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 adults (18+).

Strengths were noted in the areas of 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	July 2005
Last full inspection	June 2013
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	1996
Ownership	Charitable trust 1056074
Other accreditation/inspection	N/a

Premises profile

Address of main site	The Stone Yard Centre 41B St Andrew's Street Cambridge CB2 3AR
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is located in a building adjacent to St Andrew's Baptist Church in central Cambridge. Entrance is through a door at the side of the church into a café open to the public. At the rear of the café a corridor to the left leads to the two school offices. A large hall at the rear of the premises can be divided into two rooms. These are hired from the church as an induction room and additional teaching space when required. On the first floor there are two classrooms with a coffee room for students and staff between the classrooms. One of the classrooms has a self-study area for students and also houses the school's teaching resources. There are two staircases in the building, which provide direct access to each of the classrooms. There is a lift between the ground and first floors. The church hall at the rear of the first floor is hired by the school for social and sports activities when required. The hall has a stage and a kitchen. On the third floor, the attic room is used as a classroom and at busy times also functions during breaks as a student relaxation area. There are toilets on the ground and first floors. There are no external relaxation areas.

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	16	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0

Part-time ELT aged 18 years and over	5	15
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	21	55
Advertised minimum age	18	18
Actual minimum age	18	18
Advertised maximum age on junior programmes	N/a	N/a
Actual maximum age on junior programmes	N/a	N/a
Typical age range	18–50	18–50
Typical length of stay	12 weeks	4 weeks
Predominant nationalities	Italian	Italian, Spanish
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	3	10

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	5
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	2	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	

The principal/DoS and the ADoS are the two academic managers.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification (NB Rationales need to be prepared for teachers in this category)	0

Total	3
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Comments

The three teachers and the ADoS were teaching at the time of the inspection. The qualifications of the ADoS are not included in this section.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input 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

The school offers full-time general English courses of 15 and 21 hours per week. Part-time general English and examination courses of six hours per week are also available. All courses are for adults (18+).

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	3	0
Private home (self-catering?)	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	5	0
Staying in privately rented rooms/flats	13	0
Overall totals adults/under 18s	21	0
Overall total adults + under 18s	21	

Introduction

The school was founded in 1996 by a group of Christians wishing to establish a Christian language school in Cambridge. The school promotes its Christian ethos, but welcomes students of all faiths and none. It is a charitable trust, overseen by a board of trustees and run by the principal/director of studies (DoS). The current principal/DoS was appointed in 2013. She is supported by an assistant director of studies (ADoS), a full-time administrator and a part-time administrator.

The school offers general English morning courses of 15 hours per week, Monday to Friday, and general English afternoon courses of six hours per week, Tuesday to Thursday. Students requiring an intensive course can enrol on both courses, making a total of 21 hours' tuition per week. The school recently introduced a ten-week IELTS preparation course of six hours per week. Lessons are held in the evenings, Tuesday to Thursday. A beginners' course and one-to-one tuition are offered but were not running at the time of the inspection.

Although the school works with agents, most students are recruited directly. A high percentage of students at the school come as a result of personal recommendation. The maximum class size is ten students, but outside the summer the average class size is five to seven students.

The inspection took place over one and a half days. Meetings were held with the principal/DoS, the ADoS, the accounts administrator and the accommodation administrator. One inspector spoke on the telephone to the church administrator in advance of the inspection as she was away during the inspection. Focus group meetings were held with teachers and students. All four teachers timetabled during the inspection were observed by both inspectors. One inspector visited three homestays.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 and well understood. The appointment of a full-time administrator has reduced the principal/DoS's workload and contributed to improvements in the day-to-day management of the school. Staff are familiar with their colleagues' roles and are able to substitute for each other. One of the trustees is able to provide the accounts administrator with support if necessary.

M4 The management team work closely together and there is constant informal communication. There are weekly meetings for all members of staff, monthly administrative meetings and extended staff meetings at the beginning of the year. Minutes of meetings are recorded. There is regular communication between the school and the church administrator, who works in the same building. The principal attends quarterly meetings of the board of trustees. At these meetings she presents a report and discusses the strategic development of the school. The staff meet every morning for prayers and there are monthly prayer meetings with members of the church.

M5 The school has appropriate recruitment policies and procedures. Personnel files are generally well maintained. The recruitment policy states that two references are taken up for all new employees. However, there was no record of any references being taken up. Teachers are required to teach a satisfactory demonstration lesson before their appointment is confirmed.

M6 Copies of certificates were on file for all staff members. They had been signed to confirm that originals had been seen. The school goes to considerable lengths to check that the certificates are genuine by contacting academic institutions to confirm their veracity. However, references are not routinely taken up.

M7 There are thorough induction procedures for new staff, based on the staff handbook. A detailed induction programme lasting one week was put together when the full-time administrator was appointed two years ago.

Induction of teachers is based on the comprehensive teachers' handbook, which covers all aspects of course design, materials selection and academic administration, as well as sample forms teachers need to complete. The principal/DoS had a three-month induction when she joined the school.

M8 All staff have an annual appraisal with the principal/DoS. Staff are invited to evaluate their own performance and receive detailed feedback. Appraisal records were sampled and found to be very thorough. Comments by the appraiser were positive and constructive, at the same time identifying clearly any areas for development. There were examples of links between appraisal comments and training provided. The principal/DoS has been appraised once by the chair of the board of trustees. As the chair of the board of trustees has not been available recently, the ADoS was asked to appraise the principal/DoS last year; this was felt by both parties to be a useful exercise.

M9 The school is committed to the continual professional development of its staff. Administrative staff have had training in school management issues, homestay provision, marketing, computing skills and first aid. The school sponsors selected teachers to upgrade their teaching qualifications. See T10 for comments on training opportunities for teachers.

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 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 checked="" type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 The two administrators provide information about course and examination options. Academic staff are able to give more detailed responses to enquirers if required.

M12 Enrolments are efficiently managed by a long-serving administrator. Cancellation and refund procedures are clearly set out in the brochure which can be downloaded from the website.

M13 Students provide next of kin contact details on the enrolment form. They are asked to give their local addresses on arrival. The weekly review form reminds students to inform the school if any of this information has changed. However, when records were sampled, local addresses for four students had not been obtained.

M14 Registers for morning classes are completed by one of the administrators during the morning break. Registers for the afternoon and evening courses are completed by teachers. Students are required to inform the school by email if they are unable to attend. Students in the focus group were aware of this rule. There was evidence that absences are followed up.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Systems and procedures are reviewed at the weekly staff meetings and monthly administration meetings. The quarterly trustee meetings provide a forum for the principal/DoS to raise issues relating to the strategic development of the school. The principal/DoS recently carried out an impressive and very detailed self-assessment of all aspects of the school's provision. Other members of staff were involved in the process.

M18 An initial feedback form gives students the opportunity to comment on enrolment and induction procedures. Students also give written feedback at the weekly review with their teacher and at the end of their course.

Completed forms are circulated to staff so that any necessary action can be taken. There is currently no attempt to collate the questionnaire results in order to identify trends. Questionnaires sampled showed a high level of satisfaction.

M19 Staff provide feedback through meetings and appraisals. Staff confirmed that they felt very involved in the school and that their views were taken into account. Issues raised by staff are fully discussed, for example the

proposal to introduce conversation classes and a suggestion to relocate the coffee room to the attic.

Publicity

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

The publicity consists of a website and a brochure. The website is the main medium of publicity.

M21 Care has been taken to present information in simple, accurate English, accessible to non-native speakers, on the website and in the brochure. The fees list is clearly and simply laid out.

M22 The location of the school is shown on a map in the brochure, which is downloadable from the website. A captioned photograph of the school building and the adjoining church gives a fair impression of the school, but the premises and facilities of the school are not described in detail.

M23 Courses are fully and accurately described. The fact that the intensive course is not suitable for lower levels is clearly stated.

M25 Costs are itemised on the fee sheet and all required information is provided. The brochure states that school materials are included in the fees. This is potentially misleading. Enquirers could reasonably assume that they would receive their own coursebook at the beginning of the course, when in fact coursebooks are lent to the students and there is no charge provided books are returned undamaged.

M26 Homestay arrangements are fully described. The brochure states that homestays 'do not usually host two students of the same language'. The statement needs to be reviewed so that it conforms to Scheme requirements. There is very little information about the university residence available in the summer.

M27 Details of the extensive leisure programme are included on the website, with a separate page listing costs, where applicable, of a long list of regularly offered activities.

M28 Qualifications of all staff, including regular cover teachers, are included on the website as well as a photograph and a short biography of each staff member.

Management summary

The provision meets the section standard and exceeds it in some respects. The school is effectively managed by the principal/DoS and her administrative team. Student administration is efficiently carried out. Robust quality control procedures are in place and there is a strong commitment to review and improvement. Publicity is clear and accurate in most respects. *Quality assurance* is an area 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 checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
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Comments

R1 There is sufficient space for the maximum number of students enrolled. Office space for the two administrators is limited. The acquisition of a new office for the principal/DoS and for meetings and staff relaxation has substantially improved the provision.

R2 The school premises are overall in a good state of repair. A caretaker is available through the day to deal with any maintenance problems.

R3 The classrooms and coffee room in the more modern part of the premises are spacious and can comfortably accommodate the maximum number of students in each class. The school is located on a busy road but there is very little extraneous noise as rooms are set well back from the road. Rooms are adequately heated and ventilated, but natural light is limited as the adjacent building is very close.

R4 The coffee room for students has comfortable seating, a fridge and two microwaves for student use. A range of snacks and hot drinks is available; students have to pay for these. At busy times the large attic room is also used for student relaxation. Students can use the public café on the church premises and there are many food outlets in the immediate vicinity.

R5 The layout of the school is quite complex, but this is explained at induction. The signage on classrooms is clear; routes and exits are adequately marked. Weekly schemes of work and general information are displayed in the coffee room.

R6 Teachers prepare lessons in their own classroom or in the classroom designated in the afternoons for self-study. The new office for the principal/DoS is in a separate part of the premises away from the student relaxation areas. Staff can use this for relaxation and meetings are also held there. Lockers for personal possessions are in one of the classrooms.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 There are class sets of up-to-date general English coursebooks at all levels, as well as materials for the teaching of examination courses. Coursebooks are loaned to the students for the duration of the course. No charge is made unless books are lost or damaged.

R8 Teachers have coursebooks, vocabulary and grammar books, pronunciation materials, examination preparation books, photocopiable activities and sets of dictionaries. Teachers' books and CDs for the main coursebooks are also available. There are specific materials linked to the afternoon skills syllabus. A wide section of teachers' resource books is available for reference. Task-based materials for use on Monday mornings when new students join classes are also provided. Resources are well organised by the ADoS and are easily accessible. There is a photocopier in one of the classrooms and additional photocopiers in the school office and the church administrator's office. Teachers commented that the school was well resourced.

R9 The three classrooms used year round all have an interactive whiteboard (IWB). Whiteboards are available in any additional rooms hired from the church at busy times. The school has four laptops, four CD players and three tape players. Teachers have access to the two computers and a printer in the student self-access area. Training in the use of the IWB is provided for teachers.

R10 There is a well-organised self-study area in one classroom with two computers and a printer. The library has a wide selection of graded readers, some with CDs, and a collection of novels.

R11 The ADoS introduces students to the self-study facilities at induction and provides support and advice in the afternoons when the facilities are in use. Posters give further information about self-study.

Resources and environment summary

The provision meets the section standard. The premises provide a comfortable and professional environment for both students and staff. The school's learning resources and teaching facilities support the studies of the students.

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 The principal/DoS and the ADoS are both TEFLQ and have relevant teaching experience.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T6 The core teaching team is small and teachers are required to teach the full range of levels, incorporating examination preparation into the general English programme as required. In the summer when temporary teachers are employed, their areas of interest and experience are taken into account when assigning them to classes. New teachers are paired with more experienced colleagues.

T7 Morning classes are taught by two teachers. One teaches the group for three days, the other for two days. Teachers remain with their classes for six weeks. Both teachers and students appreciated the variety in the timetable.

T8 Regular cover teachers are available and can be called on at short notice. The teacher responsible for organising leisure activities does not teach in the afternoons and is available for cover. The principal/DoS also provides occasional cover.

T9 New students join classes in the second lesson on Mondays. Teachers use specific task-based activities to assess the new students' communication skills and to integrate them with others in the class. Different tasks are used each week to avoid repetition.

T10 The school provides very good support for a close-knit teaching team. Records showed that some teachers had benefited from specific intervention and relevant training. There are monthly CPD sessions for teachers, some based on teachers' requests. Recent sessions have focused on concept checking questions, time management and students with special needs. Teachers are sponsored to attend external events including teachers' conferences and the DoS and ADoS attend meetings of the local DoS association.

T11 There is an innovative approach to teacher observations in the school. There are formal observations twice a year. Records were sampled and comments found to be supportive and constructive. The DoS carries out ten-minute observations, identifying one strength and one area for development. She also organises 'blind' observations, when the teacher produces plans and the lesson is discussed but not actually observed. Peer observation may be arranged for teachers with specific problems. Other recent initiatives include reflective teaching, encouraging teachers to work autonomously on developing specific teaching skills and observations called 'strength finders'. Potential teaching strengths are listed on a form and the observer identifies which are present in the segment observed.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" 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 course structure is based on published coursebooks. Teachers are expected to adapt and extend the printed materials to meet the needs of their students, also to include an element of examination preparation if appropriate.

T13 The school previously used a topic-based syllabus which was cumbersome and placed a heavy workload on teachers. The syllabus has been completely reviewed and now provides a flexible balance of published coursebooks and student-centred materials and activities. The afternoon syllabus has been regularly reviewed; there is now a detailed syllabus with dedicated materials.

T14 Course outlines are provided in the publicity and a sample timetable is included in the student handbook. Weekly schemes of work for all classes are displayed in the coffee room.

T15 Students receive a progress portfolio on arrival to help them monitor their errors and identify areas that require additional practice. They are actively encouraged to use the self-study facilities.

T16 Students benefit from participation in social activities and excursions. Some students become involved in volunteering, including in the church café.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Teachers assigned to the same class have a weekly handover meeting mid-week. The weekly review meeting is an opportunity for students to make specific requests for the coming week. In the first lesson on Mondays teachers review the previous week's lessons and check understanding of the main points covered. All students take monthly tests. Results are noted on the school database and in the students' progress portfolio. Tutorials are available on request.

T19 The ADoS and one of the teachers provide information and support for students wishing to enter for examinations. Notices in the coffee room give full information about examination options.

T21 Detailed reports are written by the principal/DoS based on information provided by teachers.

T22 The school is able to provide limited help with applications to mainstream education providers.

Classroom observation record

Number of teachers seen	All
Number of observations	8
Parts of programme(s) observed	All general English and examination preparation courses

Comments

The ADoS and the three teachers were observed by both inspectors.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers were able to model language effectively. They mostly gave clear explanations of grammar and vocabulary, although in some cases rules were confusingly presented. Phonemic charts were used effectively to help students pronounce new vocabulary correctly.

T24 Very detailed plans were provided including outcomes and anticipated problems. Class profiles were excellent and indicated that teachers knew their students well. Special needs of students were identified in the profiles and taken account of in the plans. Some students in general English classes were preparing for examinations. Their needs were also addressed in the plans.

T25 Lesson outcomes were made explicit to students. In examination classes students were made aware of the specific techniques they would be learning and how they would be relevant in the examination. Coherence was achieved through clear staging of lessons and reference to items learned in previous lessons. Plans stated links to previous and future lessons. In one case outcomes were expressed in terms of the completion of exercises rather than language skill.

T26 A good range of teaching techniques was observed. Examples included pair work, group work, student presentations and choral drilling. There was a good use of visuals on the IWB to introduce and exploit topics and to enhance the published coursebook.

T27 All teachers used the IWB confidently and imaginatively. In some cases students also used the IWB to answer questions or present information. Students often moved about, for example reading prompts distributed throughout the room. Resources were used flexibly; for example, the use of dictionaries was generally encouraged, but sometimes teachers did not permit their use in order to replicate real-life communication.

T28 A good range of correction techniques was observed including delayed correction and repetition of errors for student self-correction. Some opportunities for correction were missed.

T29 Plans included a section on assessing student outcomes. Teachers had considered how they would assess whether learning had taken place, either through targeted monitoring or practice activities. Each plan included three ways in which the teacher planned to check learning.

T30 There was good rapport in all classes. Students were motivated and engaged and there was a positive learning atmosphere. Teachers were able to adapt their level of language to that of their class; in higher level classes teachers spoke as naturally as possible to challenge students. Students in the focus group appreciated their teachers and felt they benefited from the small classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Lessons ranged from satisfactory to very good, with the majority being good. Teachers had a good knowledge of linguistic systems. Lessons were very well planned and took account of the needs of students. Resources were very well managed and teachers had a wide range of teaching and monitoring techniques. Rapport was good in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and experienced. They are well supported and monitored by the academic management team and efficient academic procedures are in place. Programmes of learning are appropriate to students' needs. 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Access to the rooms allocated to the school is through a busy café and there is public access daily to both the church and the café; this poses some security challenges. Church and café staff are vigilant and in case of problems with any customers/visitors the police would be called. Such a situation is very rare indeed. Fire drills with full evacuation procedures are arranged by the church authorities. These, however, do not always take place when school staff and students are on the premises. No fire drills involving the school took place between March 2015 and August 2016. Risk assessments for the building and all school activities on site are in place and kept up to date.

W2 Pre-arrival documents and induction procedures are thorough. All staff work hard to provide students with a warm and supportive environment. Students in the focus group commented on the family atmosphere in the school. Students of whatever denomination are invited to make use of the church for prayer and contemplation. A list of other places to worship in Cambridge is available to students.

W3 The principal/DoS and the full-time administrator are the two named welfare officers, although all staff take a genuine interest in the students and accept as their duty to be available to help and advice as necessary. All staff spend their break times and eat their lunches with the students.

W5 The principal is in sole charge of the emergency telephone.

W7 Students receive appropriate information and advice for a comfortable and safe stay in the school and the UK, via pre-arrival information, the well-designed and welcoming induction presentations, and the welcome pack given on arrival.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers various categories of homestay accommodation: half board, bed and breakfast and self-catering. In the latter case students generally eat with their hosts but prepare their own food. This is often for medical reasons. Residential accommodation in university student accommodation is only available during the summer months and was not visited on this occasion.

The homestay provision is a modest one as most students either stay with family and friends or rent their own accommodation. The list of registered hosts is comparatively small and many of the hosts have been with the school for many years. There is a good degree of loyalty to the school as many hosts do not accept students from other organisations which, in Cambridge, is most unusual.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Three hosts were visited in the company of the administrator. The hosts were in all cases friendly, forthcoming and well aware of their responsibilities towards both the students and the school. The hosts demonstrated good communication skills and they all provided comfortable, welcoming and clean homes for the students. The hosts expressed satisfaction with the support available and were clearly on excellent terms with the administrator.

W10 Prospective hosts are visited before being placed on the school's register. The host questionnaire and checklist ensure that school staff get a very good picture of the homestay provider.

W11 Hosts are in principle re-visited at least every two years. The administrator has been in post for just two years and a number of visits to hosts prior to her appointment had been allowed to lapse but the programme for re-visits is

now firmly in place.

W12 Electronic homestay registers and homestay information folders in hard copy are in immaculate order, with all the required information such as gas certificates and fire risk assessments in place.

W13 The school has chosen to send only minimal information to students regarding their accommodation. This is to encourage hosts and students to get in touch with each other before the course starts.

W14 All students are introduced to the administrator during the induction and shown where she can be found in the building. Students fill in an accommodation evaluation questionnaire soon after arrival. Any critical comments are dealt with quickly and with sensitivity to all parties. Action taken is carefully recorded.

Accommodation: homestay

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

W17 Hosts are provided with good guidelines and clear terms and conditions but they are currently in a loose-leaf format rather than a more user-friendly handbook.

W19 The publicity does not guarantee that students with the same language will not be placed together although this is school policy.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W26 Up-to-date information on places, events and activities in the local area and further afield is available on display stands and noticeboards. Staff are also happy to help with specific requests for visits or activities outside the

school's own leisure programme. Social media sites also play a part in informing students of forthcoming activities and trips.

W27 The ADoS is responsible for planning and executing the leisure programme. The programme is innovative, interesting and makes full use of Cambridge and all it has to offer. The programme draws on a wide range of social and cultural and sporting events both in-house and off site and offers a number of events that are either free or at very low cost. The activities are led by the teaching staff. The programme is well designed to help students integrate, to learn outside the classroom and is clearly appreciated by the students who very much value the opportunity of meeting their teachers outside school hours. The content of the activity programme is a collaboration between the students and the staff as students are given the opportunity to suggest activities during the Friday review and students are encouraged to lead them as was noted during the inspection. The programme contributes greatly to the friendly and sociable atmosphere in the school. Weekend trips to places outside Cambridge are arranged by a travel agent.

W28 Risk assessments have been done on all activities. Staff see these as working documents and update and amend them as appropriate after activities.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The ethos and organisation of the school ensure that the needs of students for pastoral care, information, accommodation and leisure activities are met. *Leisure opportunities* is an area of strength.
