

Organisation name	EC Cambridge
Inspection date	1–2 November 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited EC Cambridge in November 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, care of students, accommodation and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	2015
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	EC English schools in Brighton, Bristol, London, Manchester and Oxford; EC Young Learners.
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa; a blended learning online course.

## Private sector

Date of foundation	1996
Ownership	Name of company: EC English Holdings Ltd Company number: 03211405
Other accreditation/inspection	ISI

## Premises profile

Address of main site	Gibson House, 57–61 Burleigh Street, Cambridge CB1 1DJ
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 occupies three floors above retail outlets in a shopping precinct close to the city centre. Entry to a lobby area on the ground floor used only by the school is keypad controlled, and gives access to a lift and stairs. On the first floor there are six classrooms, the library (which can also be used as a prayer room) and a computer room; on the second floor there are eight classrooms; on the top (third) floor there is a large reception area and student common room, a staffroom, and offices for staff. There are male and female toilets on each floor.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	94	195
Full-time ELT (15+ hours per week) aged 16–17 years	7	20
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>101</b>	<b>215</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	5 weeks	5 weeks
Adult programmes: predominant nationalities	Turkish, Brazilian	Italian, French
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	60	120

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	9	16
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT 10–19 hours a week	4	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

#### **Academic manager qualifications profile**

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

Neither the DoS nor the ADoS was teaching during the week of the inspection.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	3
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
YL initiated	(1 also has TEFLQ)
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
<b>Total</b>	<b>9</b>
<b>Comments</b>	

None.

## 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 checked="" 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

Students aged 16 or over are enrolled. The majority of courses run are general English courses, which can include preparation for externally validated examination courses and IELTS. A number of general English students are long stay, following an academic year (AY) programme. All students attend a minimum 15 hours of lessons a week, with either three mornings or three afternoons of core English lessons, and either two mornings or two afternoons of skills lessons. Students following an intensive course attend an additional seven and a half hours of special focus classes, held in the middle of the day, where they can choose from a range of topics. Some students take one-to-one lessons. Closed groups of under 18s (aged 16 to 17) are accepted during the academic year.

## 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	44	3
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	28	N/a
Hotel/guesthouse	1	N/a
Independent self-catering e.g. flats, bedsits, student houses	11	N/a
Arranged by student/family/guardian		
Staying with own family	1	4
Staying in privately rented rooms/flats	9	N/a
Overall totals adults/under 18s	94	7
Overall total adults + under 18s	101	

## Introduction

EC Cambridge is part of an international chain which has language schools in six countries. Its first school opened in Malta in 1991, where it has its operational headquarters. EC Cambridge operated until 2004 under a different name. This inspection, just over two years after the school's last full inspection, was part of an inspection of all the UK EC schools and of the UK head office in London.

Since February 2017 the centre director (CD) has had joint responsibility for both EC Oxford and EC Cambridge, and usually spends one day a week at Oxford and four days at Cambridge, which is a larger school.

The inspection lasted two days and was conducted by two inspectors. Meetings were held with the CD, the DoS, the ADoS, the two student services co-ordinators (SSC), and the activity leader. Focus group meetings were held with teachers, and separate meetings were held with a group of adult students, and a group of under 18s. All the teachers timetabled during the inspection were observed, and one inspector visited two of the school's homestay providers and the two year-round residences, where she met the housekeeper of the residences.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 very clear, both at the UK level, with an organogram showing how the school personnel relate to the overall structure of the organisation, and within the school. There are up-to-date posters displaying photographs and roles of all staff. Managers can cover for one another, and the DoS covers the duties of the CD when the latter is away each week in Oxford. Interns are appointed to support the work of the SSCs and the academic managers.

M3 Job descriptions clearly describe reporting lines, roles and responsibilities; they are generic rather than personal, but specific responsibilities relating to the local context are agreed locally. The job descriptions of the CD, DoS, ADoS and SSCs all have their designated safeguarding roles described.

M4 Communications, within the school and within the EC organisation as a whole, are good. Regular scheduled meetings take place online, involving members of the organisation's central management team, the CDs and the academic managers. Members of central staff visit regularly. Twice a year, the CDs and DoSs from all the UK schools meet face-to-face. Within the school, there are informal channels of communication and regular minuted meetings. Effective information exchange is enabled by the organisation's online platforms.

M5 There are comprehensive procedures, checklists and templates for each stage of the recruitment process. The management of the recruitment process is supported by a sophisticated online platform. HR policies for all staff are appropriate and easy to access.

M7 There is a very thorough induction policy, with detailed checklists and programmes, for administration and teaching staff; information is included in the *Staff Handbook* and is available online. Promoted staff are given a thorough grounding in their new role, and continued support.

M8 There is a probationary period and new teachers are observed in the first two weeks. Appraisals are annual for all permanent administration and management staff, with reviews at around six months to check on the achievement of objectives and to review general performance. Teachers' appraisals are linked to observations (see T11). Appraisals inform suggestions for continuing professional development (CPD). There are policies and procedures for handling unsatisfactory performance.

M9 There is a strong commitment to CPD, with opportunities available for all staff. The training and development includes an online set of training modules, in-house sessions, opportunities to attend external workshops and conferences, and support for those wishing to further their qualifications. There are individual training and development plans for each member of staff and they are encouraged to keep an up-to-date portfolio of CPD undertaken. All staff have received Prevent and safeguarding training, some have first aid and/or fire marshal training, and management training is organised for DoSs and CDs.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

M10 The SSCs and the interns supporting them are based at reception. There is a very positive, client-focused approach and cover arrangements are good. The in-house data management systems ensure that staff can enter and retrieve information about students very easily.

M11 Information about course choice is chiefly provided by agents before students arrive. However, there are also some direct enquiries which are handled well by Cambridge staff. Long-stay students are advised through tutorials.

M12 Enrolment, cancellation and refunding is carried out by the EC sales department, which is based in Malta, with an office in Toronto to deal with enquiries from Latin America.

M13 Student records are kept on a company-wide database, which is accessible remotely. These records are transferred from the sales office to the school automatically, where they can be added to and updated. On arrival students complete an 'Important personal details' form. Student records sampled contained the required information. Notices in the school remind students to inform reception staff if their local address changes.

M14 The student code of conduct, explained during the first day 'welcome' and displayed on each classroom noticeboard, makes the policies on attendance and punctuality very clear. There is an efficient system of warning letters and meetings for students whose attendance falls below 80 per cent. Students aged under 18 are checked at the school reception on arrival and any non-attendance is followed up immediately by the ADoS.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 The underlying ethos of the organisation is one of review and improvement and this was evident at this school, in all aspects of the provision. The school undergoes an annual internal audit, carried out by members of central staff in conjunction with the Cambridge staff.

M18 Students are invited to complete online feedback in their first week, regularly thereafter and in their final week. Students are asked to expand on any score below a certain level in a face-to-face meeting. Staff are aware of the issues raised in feedback and action taken is consistently recorded. All survey scores are collated, summarised and fed into school plans and individual staff plans.

M19 Staff complete an annual staff engagement survey, which is analysed and summarised. The results are made available to the CD and to relevant members of staff. Staff can also give feedback at meetings and appraisals.

M20 The complaints policy is on the website and, in the form of a flowchart, on noticeboards. There is ample evidence that any problems and complaints are drawn to the attention of the appropriate member(s) of staff, followed up as appropriate, and that all stages and any action taken are recorded.

### Publicity

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

#### Comments

The school's publicity materials comprise a company website with dedicated EC Cambridge pages, a printed brochure and fees booklet. Social media sites are also used.

M21 The website is available in English plus seven other languages; a sampling of two languages revealed text very close to the English version. The brochure is available in English plus nine languages. In places the language used to describe Cambridge is overblown and potentially unclear to a reader whose first language is not English.

M22 The publicity gives rise to realistic expectations, with very clear and accurate descriptions of facilities, courses, accommodation, social programme and staff. Photographs are captioned. The description of the premises is accurate.

M23 Courses in relation to levels and progression are clearly described. There is a sample timetable, but the labels for the different types of lessons ('core', 'targeted', 'specific', 'integrated', 'electives' and 'special focus') are not used consistently.

M24 All the necessary information is available. The zig-zag system is clearly described in the brochure but the information is not so easy to find on the website. In the brochure, the non-teaching days are on the individual school price lists. On the website, when an enquiry for a course at particular dates is entered, it flags up when the school is closed. The website has been updated to show the number of taught hours per week, but in the brochure the default is still to describe courses in terms of 'lessons' per week.

M26 There are clear descriptions of all accommodation types. An accommodation agency registered with the British Council is used; it mentions in the brochure and on the website that 'homestays are arranged directly by EC or by 'our accommodation partners'.

M27 The website contains information about a small number of activities, but does not give an overall picture of the wide range of activities available within the leisure programme.

#### Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. Staff induction, appraisal and CPD opportunities are of a high standard. Student administration is handled with care and efficiency and quality assurance procedures are effective, with a view to improving the student experience. The publicity is clear and attractively presented but some areas need attention. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

### Resources and environment

#### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 Classrooms, offices, common rooms and reception areas can accommodate the maximum number of students and provide a very comfortable environment for students and staff.

R2 The premises are fitted out to a high standard. They are in a good state of decoration, repair and cleanliness.

R3 The classrooms are adequate in number and suitably furnished. All have natural light, and glass walls on the corridor sides. There are enough classrooms which can accommodate the maximum class size but circulation within the classrooms is not always easy and most are not furnished for flexibility of layout. Unlike some other EC schools, classrooms were not equipped with a conventional whiteboard as well as the interactive whiteboard (IWB).

R4 There is a spacious student lounge with comfortable seating and tables where students can eat their lunch. Facilities include a drinks machine and cooled drinking water, and there is a good range of food outlets in the immediate locality. In the lounge there is a large television screen and six computers for students' use.

R5 Signage in the school is excellent with attractively presented up-to-date information and well-organised noticeboards in classrooms and common areas.

R6 The staff room is of sufficient size for the number of teachers and is secure, with access by keypad code. There are sufficient workplaces, access to computers and photocopying facilities, individual storage for each teacher and a staff kitchen.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R7 Both print and online materials are appropriate for the course types taught and sufficient in number for the students enrolled in the school. All students have coursebooks and workbooks included in the course fee. Print materials are up to date and well organised. The online materials available on the in-house student learning platform (EC Online) are exceptional both in their variety and in the way that they can be tailored to individual students' learning needs and styles.

R8 There is a good range of print materials for teachers and they are regularly updated. Digital coursebook materials are available for IWB use. Facilities for the production and reproduction of materials are good.

R9 All classrooms are equipped with IWBs, and teachers have received training in their use. There are an adequate number of computers both for student and teacher use. Wi-Fi is available throughout the school. Technical support is provided by EC's IT team.

R10 There is a library, with a range of graded readers, DVDs, grammar and reference books, some of which can be borrowed. EC Online provides an excellent self-access facility which students can access from the time of enrolment until three months after the end of their course.

R12 There is an EC-wide team tasked with product development and EC Online resources are regularly reviewed, supplemented and improved, both at a global and local level. Paper-based resources are purchased for the Cambridge school as requested by academic managers and teachers.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources support and enhance the students' studies; the online student learning platform provides an excellent resource for students and teachers. The school premises provide a professional environment for staff and a comfortable learning environment for students. *Premises and facilities* and *Learning resources* are areas of strength.

### 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 checked="" 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

T1 A rationale was provided for one teacher who does not have a Level 6 qualification. The rationale was accepted within the context of this inspection on the basis of the teacher's life experience, and evidence of post-school engagement with education, training and foreign language learning.

T4 The DoS is TEFLQ and the ADoS is TEFLI; both have relevant experience.

T5 The rationale for the ADoS was accepted in the context of this inspection. She is following a course leading to a diploma-level qualification, and her duties are appropriate to her qualification status.

**Academic management**

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 Teachers are allocated to courses and levels on the basis of their experience and preferences, but it is seen very much as part of teachers' CPD that they try new levels and types of course. New teachers are paired with more experienced teachers.

T7 The zig-zag (or double-banking) programme, where students either have three morning and two afternoon classes a week or two morning and three afternoon classes a week, enables efficient use of the space and resources (including human resources) in the school. All students, on either 'bank', can opt to enrol on the special focus lessons which are held in the middle of the day. Students normally have two teachers on the 15-hour programme, with an additional teacher for the special focus lessons if they are following the intensive (22.5-hour) programme.

T8 The ADoS provides cover, especially for unplanned absence. The zig-zag system means that teachers are not teaching at all times of day and can also be called on to provide cover. EC Online enables cover teachers to access the absent teacher's programme for the week very easily and absent teachers can quickly convey notes on their classes to the cover teacher.

T9 New students have an introductory session on EC's teaching methods and the course programme. Teachers do not, therefore, have to spend time integrating new students into the classes. Coursebooks are used on a non-linear basis, with a particular week's unit sometimes preceding the previous week's unit. The emphasis is on covering the language and skills as noted in the course descriptors over a 12-week period, so new students can start at any point in the cycle. Course maps ensure regular recycling of language points and help students understand the process.

T10 Guidance and support is provided by means of the teachers' appraisal/review programme and the extensive CPD opportunities provided by the organisation (see M9). On a day-to-day basis, teachers reported that they receive excellent help from peers, and the academic management team, for example, in the use of resources and lesson planning and in handling particular groups or individual students.

T11 All teachers are regularly observed by the DoS. There is a mixture of 'drop-in' and formally arranged observations. All are developmental and are linked to student feedback, appraisals, teachers' personal objectives, and the CPD programme. Teachers reported that they found the feedback received helpful. On the rare occasions when it is necessary, a personal improvement plan is drawn up for any teacher whose performance is below standard

**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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 stated principle behind the EC course design, as described in the academic curriculum statement, is that of a communicative approach based around skills. The EC syllabus is linked to the Common European Framework (CEFR) performance indicators (level descriptors), and lists the skills and language students must attain, usually within 12 weeks, in order to pass to the next level. For the core lessons (held on Monday, Wednesday and Friday) these descriptors are mapped onto the coursebooks used at the different levels. The special focus classes each have a separate syllabus.

T13 The course design undergoes regular review and development: for example, recently teachers were involved in a project to identify and then pilot a new coursebook. All schools are involved in an annual curriculum review.

T14 Student-friendly level descriptors are available on EC Online and by means of a printed sheet to go with each coursebook. Teacher-written course plans for the coming week are posted on EC Online. These then become records of work so course descriptions can be viewed by students both prospectively and retrospectively.

T15 The introductory lesson for new students introduces the topic of study and learning strategies and students complete a questionnaire about how they learn English. Tutorials include guidance on study skills and students are recommended strategies and materials that will allow them to continue learning after their course. Students can continue to use EC Online for three months after they leave the school.

T16 All students are provided with information about local events and activities, and long-stay students are encouraged to engage with the local community.

## 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T17 Students can take the online placement test before arrival or on their first day, and all students have a speaking and writing assessment. They also complete a short 'needs analysis'. The starting level is linked to the CEFR and performance in the placement test can be compared with the test taken in the student's final week.

T18 The system of tests and tutorials is thorough: there are weekly assessments of students' speaking skills, motivation, participation and homework. Student progress is assessed more formally every six weeks, by means of a proficiency test. Tests are taken and marked via EC Online; the programme provides feedback on strengths and weaknesses, and sets follow-up tasks. Following the test there is also a face-to-face tutorial when objectives can be set and further activities recommended. All students have a first week tutorial and are invited to attend an exit tutorial in their final week. Their exit test involves taking the same test as the placement test and scores are compared. Test scores and tutorial notes are available on EC Online. Any students not making progress after 12 weeks (when they would normally go up a level) are given additional support.

T19 Information on examinations is given at induction, and is available in the student handbook and on the website. The school provides a handbook for each public examination and advice about preparation and entry. Barrier tests are used and advice and support are provided by the DoS and ADoS.

T20 To be eligible to move up to the next level, there are requirements in terms of level and attainment. The pass mark in the test is stated as 80 per cent, but if a student has between 70 and 79 per cent they can be moved to the next level based on the teacher's recommendation and the students' marks for participation, motivation and completed homework. The criteria are easily accessible to staff and students.

T22 Advice is provided by the DoS and ADoS. An external consultant has paid one visit to the school to advise students in this area, and it is planned to set up a regular series of such visits.

## Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

## Comments

None.

## Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 checked="" 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 generally provided good models of spoken and written English. There was evidence of teachers' knowledge of grammatical and lexical systems, but less awareness of phonological systems was noted; for example, there was no use of phonemic contrasts to help word pronunciation, and little use of stress or intonation markings.

T24 Lesson plans showed a good choice of topic for special focus lessons, and topics from the coursebook were generally well adapted to the needs and interests of the group.

T25 Aims, outcomes and activities were appropriate and noted on the IWB at the start of the lesson. The lessons were well staged and coherent, and timing was generally good. Reference was often made to earlier lessons and a review at the end of the lesson was included in a number of plans.

T26 In the stronger lesson segments observed, a good range of appropriate techniques was seen: for example, effective eliciting, good illustration of meaning and efficient concept checking. Ways of involving students were consistently employed and there were plenty of opportunities for oral practice, with a focus on pronunciation, and for the taking of extended turns. However, a number of segments were very teacher centred and did not have space for the students to contribute.

T27 In the stronger segments, activities were well set up. Clear instructions were given, they were checked, and examples were given or elicited. Teachers used the IWB confidently and effectively. However, in other segments activities were set up in a confusing way so that students were uncertain what to do, and the use of the IWB was limited to writing things up as on a conventional whiteboard. In some cases, the writing was untidy and there was no attempt to organise the board.

T28 In the better segments, there was some effective and active monitoring of pair and group work, with some good examples of self-, peer- and delayed correction.

T29 In many segments, meaningful tasks were set to evaluate competence. The reflection and review stage at the end of the lesson helped students to evaluate their own learning.

T30 The atmosphere in almost all classes was positive and purposeful; students were engaged and participating well. Varied interaction patterns were observed; pair and group work and mingling activities were used appropriately. Teachers generally graded their language well, had good presence and inspired confidence.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with an almost equal balance of the two. Knowledge of the grammatical and lexical systems of English was sound; lesson content was appropriate for the needs and cultural backgrounds of the students, and generally led to relevant outcomes. Teachers showed different levels of skill in making use of varied and appropriate classroom techniques, and in managing their classrooms and resources. Students participated well and usually received appropriate feedback. Teachers' sensitivity to students' needs resulted in a positive learning atmosphere.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given support to ensure their teaching meets the needs of their students. Programmes of learning are very well managed. The VLE provides academic guidance and resources for teachers and students, and efficient systems for testing and of monitoring progress are deployed. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design*, and *Learner management* are areas of strength.

## Welfare and student services

### Care of students

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

#### Comments

W1 There are very good systems to ensure the safety and security of students on the premises; these include a keypad entry front door, CCTV and clearly identified fire exits. Staff wear photo identity lanyards; visitors are required to sign in and to wear an identifying lanyard. Weekly safety checks and fire alarm checks are conducted and fire evacuation drills take place twice a year. A number of staff are trained in first aid and as fire wardens.

W2 All members of staff take responsibility for the students' well-being. Students' welfare is discussed at the weekly staff meetings and there is special provision for the care of students aged under 18. A room is made available for prayer as required.

W3 The SSCs (one male and one female) are identified as those with special responsibility for pastoral care; this information is given during the welcome talk and by means of posters. The SSCs are also the named people responsible for the welfare of the students aged under 18.

W4 The school ethos puts emphasis on mutual respect for all members of the school community. There are sound policies relating to harassment and bullying and the school has an appropriate Prevent policy. These policies are made available to students in a very accessible manner, in the student handbook and via well-worded posters.

W7 Information about the advice available is given at the welcome meeting, on the website and in handbooks. In addition to the student handbook, there is a *Guide for young adults* for the students aged 16 and 17. Much of the information is available via EC Online and can be accessed before arrival.

W8 Information is given about the availability of medical and dental services in Cambridge. Students are also encouraged to seek help from EC staff if they wish to consult a medical or dental practitioner.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school arranges the majority of its homestay accommodation directly but also uses an agency registered with the British Council. There are two student residences, both managed directly by EC. Another residence, managed by an outside company, is used during the summer.

One inspector visited two of the school's homestay providers and the two year-round residences. The inspector also spoke by telephone with the person at the agency responsible for liaising with the school.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Both hosts visited comfortably met Scheme requirements, were very welcoming and showed a good understanding of the requirements. Students in the focus groups reported that they were very satisfied with their homestay accommodation. The first residence is of a high standard. It is a purpose-built building, 50 metres from the school, with 14 ensuite rooms, two kitchen/diners and a laundry room. The second residence is a short bus-ride away. It can accommodate up to 16 students in five twin and six single rooms. There are six bathrooms, two kitchens and a laundry room. The premises and facilities are in need of some refurbishment but are satisfactory overall. In the residences, towels are not supplied, but this information is made clear before arrival.

W11 Homestays on EC's list are re-inspected at least every two years. The SSCs have clearly built up a good relationship with the hosts. An additional person (one of the hosts) is employed to conduct some of the re-visits. The proforma used to record information is comprehensive and very well designed. The residences are formally checked weekly and the housekeeper of the residences promptly reports any day-to-day problems.

W13 Liaison is good between the school, the agency and the sales department; the confirmation letter for students includes detailed information about the accommodation, the hosts, and the means and costs of transport between the accommodation and the school.

W14 Students are introduced to the SSCs at their welcome meeting. They are invited to complete an initial online questionnaire which includes questions about accommodation. They are encouraged to talk to the SSCs about any difficulties; there is ample evidence that problems are addressed promptly and action recorded in a log.

**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 checked="" 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 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 Comprehensive documentation and guidance is provided for homestay hosts setting out the contractual requirements and giving useful advice. This is supported by regular communication to clarify any issues and resolve any problems.

**Accommodation: residential**

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

**Comments**

W22 The school employs a housekeeper to greet the students on arrival, and to ensure that all parts of the two residences are regularly cleaned and that the bedlinen is laundered and changed each week.

**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 checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

W24 A leaflet is available to guide students interested in renting private accommodation, and advice is provided by the SSC team.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

W26 Students are informed about social events, and helped to participate in events not directly organised by the school, via noticeboards and a large plasma screen in the reception area. The SSCs encourage participation and students can sign up at reception for activities and for the weekend trips which are run by an independent tour company.

W27 The school offers an excellent range of extra-curricular leisure opportunities. These include additional, free English practice sessions, social events, activities and visits. Of note is the first Sunday activity for new students who arrive on the Saturday: students meet the activity leader for an introductory tour of Cambridge and afternoon tea.

W28 There are detailed risk assessments for all activities and guidelines about what to do if something goes wrong. Guidelines are also given to leaders of closed groups.

## Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. The accommodation is suitable and the management of the accommodation systems works to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

## Care of under 18s

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

### Comments

The school enrolls students aged 16 and 17 on its adult courses and runs closed-group courses for students aged 16+. Students aged under 18 typically make up a small percentage of the student body; at the time of the inspection there were seven students in this age group.

C1 There is a comprehensive set of safeguarding policies for the organisation. They include sections and documents on: the roles and responsibilities and training of staff; safer recruitment procedures; policies on bullying and harassment; the organisation's Prevent strategy; its e-safety policy; accommodation arrangements; reporting of absence; the need for rules and curfew times for students under 18. The CD is the designated safeguarding lead (DSL) responsible for implementing the safeguarding policy and for responding to any child protection allegations. The DoS and both SSCs are designated safeguarding officers (DSOs) and the DoS covers for the CD when she is away.

C2 The DSL is trained to specialist level and the DSOs to advanced level. All staff have received training in safeguarding and in Prevent.

C3 There is a description of the level of care and support given to students under 18 on the website, although the information is not easy to find and it is not cross-referenced from the individual school pages. There is a 'parental

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authorisation form' for students aged 16 to 17 attending an adult programme which parents sign as a condition of enrolment. This gives some information about the level of supervision and care given to students under 18. However, some information is not included: for example, the fact that students are responsible for buying their own lunches. See also C6.

C4 Advertisements, invitation to interview and offer letters note the requirement of an enhanced DBS check and there is evidence that this policy has been implemented. Not all hosts have references on file but all recently recruited hosts have been recommended by a current host. The school is aware of a need to formalise this requirement.

C6 Parents are required to sign the parental authorisation form to confirm that they 'understand that EC does not provide 24-hour supervision and that the programme allows students to make their own arrangements during free slots on their timetable'. Little detail is given on the form about what students may do outside scheduled lessons or activity times. Some of the information, relating to residential accommodation, is not applicable to students at the Cambridge school. On their first day students are given further information in a leaflet: *Information for Young Adults*. This provides some details about rules and curfew times, and students are asked to sign to say that they understand and agree to these rules. Weekly meetings are scheduled with the SSCs to check on the students' welfare and to offer them the chance to disclose any concerns.

C7 Students aged under 18 are required to live in a homestay, unless staying with family members.

C8 Most bookings are made through agents but the school receives parents' contact details before arrival via the parental authorisation form and this information is checked with each student on arrival.

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### **Care of under 18s summary**

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The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the school, during out-of-class activities and in their accommodation. However, there is a lack of detail on the parental authorisation form about what students may and may not do outside scheduled lesson or activity times. Arrangements for the collection of references for homestay hosts need to be formalised.

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