

Organisation name	EC Cambridge
Inspection date	11–12 October 2022

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence should be submitted within three months to demonstrate that weaknesses in W26 and Safeguarding under 18s have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited EC Cambridge in October 2022. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of premises and facilities, learning resources, course design, and learner management.</p> <p>The inspection report noted a need for improvement in the area of safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

EC Cambridge is part of the EC group of schools, which has language schools in the UK and overseas. Its first school opened in Malta in 1991, where it has its operational headquarters. EC Cambridge opened in 2004 and obtained full accreditation in 2007. The last inspection took place in 2017. This inspection is part of an inspection of all five UK EC schools and of the UK head office in London.

The school is based in central Cambridge and offers courses for students aged 16 and over. Most students book from overseas through agents or education tour operators.

This inspection lasted one and a half days, with two inspectors. The inspectors talked to the centre manager (CM) and the student services coordinator (SSC). One inspector spoke to a representative of the accommodation agency used by the school and remotely visited one of their homestay providers. They also visited a homestay managed by the school directly. The same inspector also conducted a virtual tour of a student residence and spoke to a representative of the residence management company. Five out of the six teachers timetabled to teach during the week of the inspection were observed.

## Address of main site/head office

Gibson House, 57–61 Burleigh Street, Cambridge CB1 1DJ

## Description 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, 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.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The majority of courses run are general English courses, and students attend a minimum 15 hours of lessons a week, with three mornings of core lessons, and two mornings of skills lessons. Intensive students attend an extra seven and a half hours of special focus classes, held in the early afternoon, where they can choose from a range of topics – for example, Exam skills or Speaking with confidence. Two new courses have been introduced this year. Both combine the 15 hours a week of general English classes with either focused one-to-one lessons or additional lessons specifically focusing on the skills needed for university studies.

## Management profile

The CM is also the academic manager (AM). He is assisted in the day-to-day running of the school by the SSC.

## Accommodation profile

The school offers homestay accommodation, which for the most part is provided by two accommodation agencies, one of which is registered with the British Council. The school has two homestays of its own. The school also has allocations in an externally managed self-catering residence offering studio accommodation. Under 18s are accommodated in homestays with half board.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values, and their publicity.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A very good range of printed learning resources is available, as well as a very well-used digital learning platform. Guidance on the use of these resources is provided for students and staff where needed. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has qualifications appropriate to the context, with skills and experience very well-matched to courses and students. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are very well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard. Overall, the school provides its students with appropriate pastoral care, but some risks associated with rented premises have not been adequately assessed or mitigated. The school offers a range of comfortable, friendly accommodation, which is well managed. The leisure programme is designed to meet the needs of the students.

### Safeguarding under 18s

Overall, the provision meets the section standard. There is a detailed safeguarding policy in place and appropriate training. However, consent forms do not accurately reflect provision, and the safer recruitment policy is not followed. While the supervision of students is appropriate in most circumstances, guidance for accommodation providers requires clarification. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M1 There is a clear well-established mission statement which is visible throughout the school and made known to students and staff. In addition, the organisation has developed a new set of values through a process that included considerable input from all parties.

M3 Deputising roles for the CM, who is also the AM and the student services coordinator are not formalised. Cover arrangements are not clear.

M4 Both formal and informal channels of communication are very effective. Senior management meetings take place regularly and communication between head office and the school is good. Frequent meetings take place in the school.

M6 Formal feedback is collected from all staff, and action is taken as a result. Appraisal meetings offer further opportunities for staff to feed back, and the CM has an open-door policy for staff wishing to share their views.

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### **Comments**

M8 HR policies and practices are implemented and made known to staff very effectively through staff handbooks and an HR information system which is accessible to management and staff. The HR systems that are in place contribute towards staff feeling valued and supported.

M9 Specific roles and tasks covered are not always adequately described in job descriptions, particularly regarding part-time and dual roles.

M11 Training and information for new staff is well planned, thorough and ensures that they are as fully briefed as possible before starting work. Training is ongoing and staff reported that induction processes are very supportive.

M12 Appraisal procedures are integral to the culture of the organisation. Procedures are robust and systematised, ensuring that all members of staff are given an opportunity to recognise their strengths and identify areas for professional growth.

M13 Continuing professional development (CPD) systems are effective and are founded in the appraisal process, ensuring that they are targeted and appropriate. All staff are engaged in CPD.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 Staff receive specific training to understand what the school's expectations are for customer service. In addition, students reported in the focus group that levels of customer service were excellent.

M15 There is good information available on the MyEC platform and in the student handbook ensuring that students are well briefed about courses and their stay before arriving in Cambridge. Students then receive excellent ongoing advice during tutorials or from the CM.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity consists of two websites, one for agents and tour operators, the other for students wishing to book directly. In addition there is a brochure which is translated into eight languages. The websites and brochures present the EC group as a whole, and also have school-specific sections. The school has a presence on social media channels, which are occasionally updated with photographs from school events.

M22 It is not made clear that some leisure programme events on the website are provided by a third party and not the school.

M23 All information is well written, in highly accessible error-free plain English.

M26 There is not a sufficient description of the limits to the supervision of under 18s, including information about travel to and from school and supervision arrangements on the leisure programme.

M27 Publicity does not make it clear that homestay accommodation may be arranged by an agency. Two residences are offered in publicity, but the school only arranges accommodation in one of them. This was subsequently rectified and is no longer a point to be addressed.

#### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

#### **Comments**

P1 The premises are in a very good state of repair, cleanliness and decoration and provide a very comfortable environment for staff and students.

P2 This criterion is met overall. However, some classrooms are not furnished for flexibility.

P3 There is a spacious student lounge with comfortable seating and tables where students can eat their lunch. Facilities include free hot drinks, a drinks machine, cooled drinking water and a large screen TV.

P5 Signage in the school is excellent with attractively presented up-to-date information and well-organised noticeboards in classrooms and common areas.

R6 The staffroom offers a spacious area with workplaces, access to computers, photocopying facilities, individual storage and a staff kitchen.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### **Comments**

P7 Learning resources are very well organised and there is a good range and number of core and supplementary materials in hard copy and electronic format. The needs of students are well met by the resources available.

P8 There is a good range of well-organised print and digital teaching resources. Facilities for the production and reproduction of materials are good.

P10 There is an appropriately equipped computer room, and MyEC provides a wide range of additional independent learning resources which are integral to the course.

P11 Students receive regular guidance on the use of MyEC in weekly tutorials. This results in students being highly engaged with the platform and having a good understanding of the independent learning resources available to them.

### **Teaching and learning**

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

#### **Comments**

T3 The teaching team has a very good range of experience and skills which meet the needs of the learners very well.

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

#### **Comments**

T8 Continuous enrolment is integral to the programme and the curriculum. While structures are in place to support continuous enrolment, teachers are also given the flexibility to adapt the syllabus and their weekly plans to meet the needs of their students.

T10 There is a regular programme of formal observations, as well as informal drop ins. Observations inform the content of the CPD sessions and are used in teacher appraisals.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 There is a clear set of principles behind the course design and, consequently, courses have a clear rationale. The syllabus is coherent and comprehensive, linked to external learning outcomes and provides sufficient detail for teachers. In addition, teachers receive clear guidance on the course rationale in writing and through induction.

T13 Course outlines, maps, planners and outcome descriptors are available to students and are related to lesson objectives which are highlighted in every class, meaning that students have a clear understanding of their position on the learning journey.

T14 The school offers free-of-charge sessions twice a week to address specific needs of students. However, currently these are only offered at one level and some students who would like to participate in them are not able to.

T15 There are excellent opportunities for students to develop learning strategies through tutorials and a weekly feedback session. There is good evidence of independent learning, and learner training being developed in the classroom.

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

#### Comments

T17 Placement testing is carried out highly effectively through online tests carried out in advance and oral interviews which are led by experienced team members with excellent knowledge and understanding of class levels.

T18 Monitoring and tracking of student progress takes place via MyEC. Teachers and students have a good understanding of levels of progress and achievement, and these are systematically recorded.

T19 Student support is very effective. Students needing additional support are identified by their teachers and are then supported appropriately. The process is well documented to ensure that students are aware of their own learning needs and progress.

#### Classroom observation record

Number of teachers seen	5
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Number of observations	6
Parts of programme(s) observed	General English, including skills and one-to-one lessons
<b>Comments</b>	
One teacher was observed twice, teaching one skills and one general English lesson.	

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

<b>Comments</b>	
<p>T23 Teachers demonstrated a sound knowledge and awareness of the use of English. They provided accurate models of spoken language and written models included parts of speech, phonemic script and stress marks.</p> <p>T24 The content of the lessons reflected the needs identified in class and individual profiles and the topics chosen were of interest. Additional activities were planned to challenge more able students.</p> <p>T25 The learning outcomes were clear, introduced and discussed at the beginning of the lesson, and checked at the end of the lesson. Potential difficulties were pre-empted and there were strategies in place to deal with them. The sequence of activities was well planned.</p> <p>T26 A broad range of appropriate teaching techniques was seen, including effective concept checking, eliciting and pronunciation practice.</p> <p>T27 Teachers managed the classroom environment very effectively, using the interactive whiteboard competently and using a range of appropriate resources, including realia, tailor-made and authentic materials.</p> <p>T28 A range of correction techniques was seen, including self-correction and delayed correction. Positive feedback encouraged and motivated.</p> <p>T29 Learning was generally evaluated effectively by the completion of short tasks, monitoring, class feedback and the review of homework.</p> <p>T30 Personalising, nominating and lots of opportunities for a variety of interactions ensured that students were very engaged, and teachers created relaxed and positive learning atmospheres.</p>	

<b>Classroom observation summary</b>	
<p>The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Knowledge of the linguistic systems of English was sound. The lesson content was relevant to the needs and cultural background of the learners and led to highly relevant learning outcomes which were well-known by students. Techniques were varied and appropriate and the classroom environment was managed very well. Feedback was generally appropriate, and learning was effectively evaluated. Teachers created a positive learning atmosphere and students were engaged and motivated.</p>	

## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met



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

#### Comments

W3 Students receive a very good level of pastoral care, and it is clear on notices who they can approach with problems. Students commented on the caring attitude and approachability of staff. Under 18s receive additional attention.

W4 There is a comprehensive policy promoting tolerance and respect which covers all the relevant areas including a procedure for dealing with abusive behaviour. Information is clearly presented on posters and in the student guide.

W7 Very good, clearly-presented advice on all relevant aspects of life in the UK is available in the student guide and also from front-of-house and management staff. Essential information is widely displayed on noticeboards.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 Thorough checks are carried out by the school or the accommodation agency. Visits are carried out on a two-yearly basis by highly-experienced and well-trained staff. Detailed records of visits are kept on file with comprehensive information about hosts and their homes.

W14 Both accommodation agencies and the school provide very clear guides, information and support to ensure that accommodation providers are fully aware of the conditions.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All the criteria in this area are fully met.

<i>Accommodation: other</i>	
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W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
The relevant criterion in this area is fully met.	
<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
W23 Students are given extensive information about local events, activities and facilities through the website, school displays and an excellent activities handbook. The social programme offers social events in the school and outside excursions, provided by the school or specialist external companies.	
W26 Risk assessments created by the school and by the third-party provider for trips to outside places of interest do not cover all aspects of the trip and are not specific.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Need for improvement</b>
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
<b>Comments</b>	
The school accepts 16 and 17 year olds onto adult courses. There were three students aged under 18 in the school at the time of the inspection. At peak, in the summer, the number of under 18s is approximately 10. Closed groups of under 18s can be accepted during the academic year. All under 18s stay in homestay accommodation, or occasionally with a family member.	
S1 There is a group safeguarding policy, which covers the required items, but the school's designated lead and officer are not named in the policy. The policy states that this information is available on the website and in the school. Although this information was available in the school, it was not on the website. This was subsequently rectified and is no longer a point to be addressed.	
S3 The consent form does not make it clear that some leisure activities are organised and supervised by external organisations and the supervision arrangements for these activities are not made clear.	

S4 Two references are required, but in some cases, a question about suitability to work with under 18s had not been included in the reference requests, and references that do not include a comment about suitability have been accepted.

S7 The provider's homestay manual states that an adult from the homestay should be present when an under-18 student is at home. However, during the inspection, a 17-year-old student was left at home unsupervised for a full day.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	2017
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, Manchester and London; EC Young Learners.
Other related non-accredited schools/centres/affiliates	Schools in US, Canada, Malta, Ireland and South Africa. EC Virtual.

### Private sector

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

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed.	N/a
Details of any additional sites not in use at the time of the inspection	Guildhall Chambers, Guildhall Place, Cambridge CB2 3QQ. These premises have not been used since 2013.

### Student profile

	At inspection	In peak week (2022): July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	40	71

Full-time ELT (15+ hours per week) aged 16–17 years	3	11
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>43</b>	<b>82</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	7 weeks	7 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

<b>Staff profile</b>	At inspection	In peak week July
Total number of teachers on eligible ELT courses	6	8
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager, who is also the centre manager, was not scheduled to teach.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	

None.

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	27	3

Private home	0	0
Home tuition	0	0
Residential	10	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	40	3
Overall total adults + under 18s	<b>43</b>	