

| | |
|-------------------|---------------|
| Organisation name | EF Cambridge |
| Inspection date | 3–7 July 2017 |

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited EF Cambridge in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general and academic English for adults (16+) and vacation courses for adults and for under 18s.

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

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

Organisation profile

| Inspection history | Dates/details |
|---|--|
| First inspection | 1980 |
| Last full inspection | 2013 |
| Subsequent spot check (if applicable) | February 2015 |
| 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 | Other accredited schools in the UK: Bournemouth, Brighton, Bristol, Eastbourne, Cambridge Executive, London, Manchester and Oxford |
| Other related non-accredited schools/centres/affiliates | Global network of language centres, international boarding schools and international business schools |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1977 (EF established 1965) |
| Ownership | Name of company: EF Language Schools Limited Company number: 01043158 |
| Other accreditation/inspection | ISI, EAQUALS |

Premises profile

| | |
|--|---|
| Address of main site | 221 Hills Road, Cambridge CB2 8RN |
| Details of any additional sites in use at the time of the inspection | Clare College, Chesterton Lane, Cambridge CB4 3AA |
| Details of any additional sites not in use at the time of the inspection | St John's Church and Hall, Hills Road, Cambridge CB2 8RN |
| Profile of sites visited | <p>The main school in Hills Road is in a large Victorian building with an integrated new extension, set in its own grounds. Inside the building the classrooms and facilities have been integrated in such a way that it is not obvious whether it is the old or new part of the building. On the ground floor there is an open-plan reception area and student lounge, office space for senior management and administration staff, four classrooms, the activities area, a lecture hall that can double as an extra student relaxation facility, and the cafeteria. Two staircases lead to the upper floors. On the first floor there are 11 classrooms, two iLabs and two seating areas for students. On the second floor there are three classrooms, a study room for university pathways' students, and the accreditation and compliance director's office. Outside there are seating areas for students, and table tennis and table football facilities. There are bicycle racks for students and staff.</p> <p>The Clare College site is compact with buildings of various sizes arranged around a central lawned area with reception. Four of the nine buildings house 13 classrooms and some residential accommodation. The offices for managers and administrative staff are located in the main building together with a teachers' room, a student lounge, three of the classrooms and residential accommodation. There is also a large hall, a marquee and further accommodation and outside spaces beyond the main building.</p> |

| Student profile | At inspection | In peak week: July (organisation's estimate) |
|---|---|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 100 | 100 |
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 271 | 430 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 136 | 372 |
| Full-time ELT (15+ hours per week) aged under 16 | 333 | 317 |
| Part-time ELT aged 18 years and over | 4 | 8 |
| Part-time ELT aged 16-17 years | 4 | 16 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 748 | 1143 |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: actual minimum age | 12 | 12 |
| Junior programmes: advertised maximum age | 16 | 16 |
| Junior programmes: actual maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Argentinian, Portuguese, Turkish, Taiwanese, Vietnamese | Argentinian, Chinese, Swiss Taiwanese, Vietnamese |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: actual minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–65 | 16–65 |
| Adult programmes: typical length of stay | 12 weeks | 9 weeks |
| Adult programmes: predominant nationalities | Italian, Spanish, Chinese, Argentinian and Japanese | Italian, Spanish, Chinese, Argentinian and Japanese |
| Number on PBS Tier 4 General student visas | 18 | 18 |
| Number on PBS Tier 4 child visas | 0 | 0 |
| Number on short-term study visas | 395 | 545 |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|----------------------|---|
| Total number of teachers on eligible ELT courses | 25 | 38 |
| Number teaching ELT 20 hours and over a week | 24 | |
| Number teaching ELT 10–19 hours a week | 1 | |
| Number teaching ELT under 10 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 4 | 4 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 24 | |
| Total number of support staff | 24 | |

Academic manager qualifications profile

| Profile at inspection | |
|---|------------------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 4 |
| Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category) | 1 |
| Total | 4 |
| Comments | |

The DoS at Clare College is TEFLQ but does not have three years' experience of teaching English to juniors.

Teacher qualifications profile

| Profile in week of inspection | |
|---|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 3 |
| TEFLI qualification | 21 |
| Holding specialist qualifications only (specify) | 0 |
| YL initiated | 0 |
| Qualified teacher status only (QTS) | 1 |
| Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category) | 0 |
| Total | 25 |
| Comments | |
| 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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments | | | | | | |

The school offers three general English courses for adults (16+). These are: the basic course of 13 hours and 20 minutes (20 lessons of 40 minutes) per week, which is offered in summer only; the general course of 17 hours and 20 minutes (26 lessons of 40 minutes) per week; and the intensive course of 21 hours and 20 minutes (32 lessons of 40 minutes) per week. Long-stay students can enrol for six, nine or 11 months on general or intensive academic year abroad courses, which combine language learning with academic projects. An intensive course of at least eight weeks can also be combined with an internship. University pathway (UP) programmes are offered to students wishing to enter higher education or postgraduate programmes. Students enrol for six or nine months and study English together with specialist subjects.

All courses include general English lessons in the classroom, sessions in the computer rooms (iLab lessons), a weekly lecture. For all courses other than the basic course and the UP programme, a variable number of special interest lessons (SPINs) are included. Examination preparation courses include specific SPIN classes.

There are two junior courses: EF junior offering 13 hours and 20 minutes (20 lessons of 40 minutes) per week together with a full programme of activities; and EF junior intensive offering 17 hours and 20 minutes (26 lessons of 40 minutes) a week and a full programme of activities. The junior intensive includes SPIN classes which are project based.

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 | 181 | 209 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 74 | 266 |
| Hotel/guesthouse | 4 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| Arranged by student/family/guardian | | |
| Staying with own family | 0 | 2 |
| Staying in privately rented rooms/flats | 12 | 0 |
| | | |
| Overall totals adults/under 18s | 271 | 477 |
| Overall total adults + under 18s | 748 | |

Introduction

EF Cambridge is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are eight EF adult schools and an executive centre; junior courses are also offered in four UK centres, including Cambridge. All the adult schools use EFEKTA, a blended system of learning developed by the group which comprises coursebooks, guide books (additional materials), tablet applications, and computer-based materials synchronised with coursebook units. Junior courses are based on Fast Track which comprises coursebooks, a study guide and tablet applications. A central management team monitors and provides support to the UK schools and centres, all of which are accredited, and centralised policies and systems are applied across the schools.

The Cambridge school teaches adult students aged 16+ throughout the year and runs an eight-week junior programme for 12 to 16 year-olds during the summer at a residential site belonging to Clare College. Closed groups of junior students are taught at the Hills Road premises during the year.

The inspection took place over four and a half days. Meetings were held at the main school with the school director, the accreditation and compliance director, the director of studies (DoS), the assistant director of studies (ADoS), the customer support manager, the homestay manager, the residence coordinator/enrolment coordinator, the activities manager, activities leaders, group leaders and the facilities and IT coordinator. Focus group meetings were held with teachers, students over 18 and students under 18. At Clare College meetings were held with the centre manager, the university pathways (UP) manager/ junior school DoS, the activities manager, activity leaders, group leaders and the conference and events manager for Clare College. Focus group meetings were held with teachers and students. One inspector visited three homestays, two adult residences and the Clare College 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 within the school and the wider organisation is clearly documented and well understood internally. Separate organograms are in place for the summer programme covering both sites and these are explained to staff at pre-summer meetings or at induction for new summer staff. There is good provision for the continuity of management and administration. Adult students are provided with photographs of staff, including an indication of their role, in their welcome pack. At Clare College staff photographs are displayed prominently.

M3 All staff have job descriptions where cover responsibilities are clearly indicated.

M4 Communication within the school, with head office and with other EF schools is efficient and regular. There are short weekly meetings for academic and administrative staff which are minuted. Senior management meet regularly and there are whole-school meetings at least twice a year. At Clare College meetings are held weekly with academic, administrative and activity staff. On both sites staff and managers are located in shared or adjacent offices which facilitates daily informal communication. Managers from the central operations team visit the school frequently and managers within the school attend meetings with staff from other schools regularly. All schools communicate through the company intranet, and homestay hosts are kept informed through newsletters, emails and the online platform MyEF.

M5 Policies and procedures for the recruitment and appointment of staff are very clear. The staff handbook, which is produced centrally, describes employment rights in great detail.

M7 All staff receive a well-designed induction based on guidelines and checklists. Teachers are introduced to the organisation, principles of course design and the EFEKTA learning system through pre-employment online training modules and at the face-to-face induction. Administrative staff also receive pre-employment online training and are able to shadow for their new role. There is a full week of induction for summer staff at Clare College. Recently recruited senior members of staff commented very favourably on their supportive induction.

M8 All year-round members of staff have a well-designed annual performance review, which for teachers includes observation of teaching. Objectives are set, achievements noted and consideration given to future training needs and the employee's career path. Objectives set are reviewed between formal performance reviews. There is a three-month probationary period for all permanent staff. Clear procedures are in place for dealing with unsatisfactory performance.

M9 There is budgeted provision for training, both internal and external, for all levels of staff. Training sessions are also run by the central office team including a yearly safeguarding update for all staff, and customer service training. Many staff have undertaken fire marshal and/or first aid training. Suggestions for training are invited and all staff are asked to evaluate training.

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 checked="" 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 customer support manager at the adult school has received very thorough training and felt well supported by her efficient team. Additional staff are employed in the summer. Cover arrangements are good and training is provided on customer service. Students commented very positively on the helpfulness and friendliness of staff.

M11 Almost all students enrol through EF sales offices in their own countries. In many cases this involves a face-to-face meeting in the student's or parent's first language where advice on both centre and course choice, including the selection of special interest (SPIN) classes, is provided. The students complete a needs analysis and the information is available to teachers. Further course information and advice is provided by the relevant staff in the school.

M12 Enrolment, invoicing and fee collection are carried out in the overseas sales offices and, where necessary, support is also provided in obtaining visas. Information entered on the database used by the sales offices is then available to the school.

M13 Student contact details are entered on the database as part of the enrolment process. After enrolment students have access to MyEF, the organisation's online campus/social network, where they can update their travel and personal information. On arrival in the UK, students' details are checked again using a tablet application linked to the database and they complete a paper registration form. The information is available at all times through remote access to the database and the emergency phone holder also has a paper record.

M14 The school's policies on attendance and punctuality are made clear in written form and at induction. The student code of conduct requires adult students to attend a minimum of 80 per cent of their course in order to receive full final certification. At the adult school attendance is recorded electronically and any concerns are logged. Evidence was seen of follow-up action on unsatisfactory attendance. There are special systems in place for under 18s at the adult school and these were seen in operation. At Clare College, junior students are expected to attend all lessons and activities. Attendance is entered on paper registers, a member of the academic team checks classes in the first ten minutes and activity staff call a register. Any absences are followed up immediately.

Quality assurance

| Criteria | Not met | Met | Strength | See comments | N/a |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M16 Action plan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" 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

M16 Most points to be addressed from the last inspection have been dealt with satisfactorily, although issues remain outstanding from W10 (see comment under W16).

M17 The organisation places great emphasis on reviewing systems, processes and practices. There is a comprehensive quality review cycle which includes internal audits, analysis and meetings at both organisation and school level. A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to determine focus areas for the following year. There are regional meetings for school directors, DoSes and student service managers to look at targets. Whole-school meetings for teaching and administrative staff are held to review progress and look at feedback. An end of summer review looks specifically at the provision at Clare College.

M18 All students complete evaluations in the middle of their first week and at the end of their course. A mid-course evaluation is also given to adult students studying for four or more weeks. Adult students have online tutorials every four weeks and documented student council meetings are held every quarter. There is also a suggestion box. There are daily meetings with group leaders. Data from evaluations is analysed regularly within the school and used by central management to compare performance across schools.

M19 Year-round staff provide feedback at staff meetings, at appraisals, through a suggestion box, and in the twice-yearly anonymous survey. Summer staff provide feedback at weekly meetings and all staff do face-to-face exit interviews. Comments and action taken are recorded and contribute to the internal review process.

M20 The student handbooks describe the complaints procedure in clear and accessible English. The information is reiterated at inductions, where for junior students it is simplified further. Any complaints and the action taken are logged on the student page of the database. Evidence was seen of follow-up action.

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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | |
| M25 Costs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M26 Accommodation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M27 Leisure programme | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M28 Staff qualifications | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M29 Accreditation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The main medium of publicity is the brochure, which is prepared centrally. This is used by overseas sales offices to advise and talk through bookings with customers and sent out in response to enquiries. For the most part, the brochure contains information relevant to all EF schools in the UK; two pages are devoted specifically to the Cambridge adult school and one page to the junior provision at Clare College. More limited information is also available online through the EF UK website, which has a link to the websites for the Cambridge adult school and junior provision at Clare College.

M21 The language used in publicity describing the school and its provision is clear and, with some minor exceptions in both the brochure and on the website, accurate. Translations are available in a very wide range of languages.

M22 Text, images and videos provide a generally realistic representation of the school. However, on page 12 of the brochure on a grid outlining which schools offer which programmes, it is indicated that the EF Executive Premium course is available at the Cambridge school whereas it is only available at the Cambridge Executive Centre. On the Clare College website page the video shows the adult school and activities that would not be appropriate for 12 to 16 year-olds. A reference on a video on the general information pages to the availability of 'hundreds' of special interest classes seems to be an exaggeration.

M23 Course types, levels and objectives are described on the website and in the general section of the brochure. The cross reference to these pages from the Cambridge adult school pages is insufficiently clear. The exact number of the individual EFEKTA components for each course type is not included on the website.

M24 Most of the information required is provided, but in many cases this is not easily accessible or is insufficiently visible because only given on the enrolment information page, which is in very small print. The number of taught hours for each course type is stated. iLab language sessions which are supervised rather than taught, and therefore effectively constitute guided self-study, are included in the number of lessons. The publicity does not make clear which SPIN classes are taught and which are available only online. Times of classes are indicated in very general terms; although a sample weekly timetable for an intensive course at the London school and a sample daily timetable for a junior course in Bournemouth are included, these bear little relation to the current reality in the Cambridge school. Other relevant information is dispersed and in some cases difficult to find. For instance, maximum class size is hard to find because not on the course options pages, which describe course types. Moreover, information on class size is stated in the following terms: 'We always limit general language class sizes to 12 to 15 students (max 17)', where the maximum is higher than the range indicated. There also appears to be an implication here that a different maximum number might apply to other than general language classes. A number of iLab sessions seen during the inspection had up to 46 students with one teacher. With regard to the maximum age on junior courses the website and the brochure state this as 16, whereas two 17 year-olds were enrolled at the time of the inspection. In respect of school closures, the brochure states, again under enrolment information, that 'some lessons may not take place on December 26th 2016'. The school is in fact closed on 26 December.

M25 Fees for tuition are shown, and what is included in these fees stated. Information on other costs is either more difficult to find or less concretely specified. Course materials are listed on the Cambridge page under 'Additional features available', which suggests they are optional, and as costing 'From £35', which is very general; exact costs based on course length are, however, included under enrolment information. Examination entry fees are given at the bottom of the page describing examination courses, but no fee is shown for IELTS. Costs for activities are very approximate. On the Clare College page, course fees are stated and what is included shown. However, the information provided on lunches is unclear, stating both that meals are included in homestay accommodation and that students are required to purchase lunches. A reference is made to additional mandatory features, when not all the features are mandatory, for example the single room supplement in homestay. In residential accommodation half board is included but there is no indication of the cost of full board.

M26 Information relevant to all schools on homestay accommodation is provided in the brochure. The school does not always ensure that the rule on the maximum number of students in homestays is strictly adhered to (see comment on W16). General information on residential accommodation is also included in the brochure. On the Clare College page in the brochure it states that students are accommodated in twin rooms. At busy times students may be accommodated in triples. Sales office staff inform parents of these arrangements in advance. In the brochure, under enrolment information, it states accommodation on EF campus, the name used for junior residential accommodation, is in 'twin/triple/quad'. This information is not easy to find.

M27 The publicity states that the basic junior course leisure programme, the EF Fun Pack, is included. Extra excursions, the Discovery Pack Plus and the Discovery Excursions, are available at additional cost. However, on page 24 of the brochure it is stated that 'Your course also includes an EF Discovery Pack'.

M28 On page 25 of the brochure, teachers on the junior courses are described as 'certified'; while this is technically correct, the certificate held by one of the teachers did not meet Scheme requirements for these courses. (See T2)

Management summary

The provision meets the section standard and exceeds it in some respects. Well-designed and rigorously applied systems, many of which are centralised, cover aspects of staff management and student administration, to the benefit of staff and students. Communication within the school and the organisation is effective, there are sound induction procedures in place, good provision for staff development and quality assurance is taken very seriously. Some aspects of publicity are inaccurate or confusingly presented. *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 type="checkbox"/> | <input checked="" type="checkbox"/> | |
| R2 Condition of premises | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| R3 Classrooms and learning areas | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

R1 At the main school there is ample space for students to gather outside class time including an open plan student lounge, a cafeteria and well-maintained grounds with seating. A lift to all floors facilitates access for any staff or students with mobility needs. At Clare College the buildings are arranged around a central lawned area with seating and other secluded gardens. There is good provision of indoor space including a large hall and a student lounge. The size of nine out of 13 classrooms makes it difficult for teachers to sit and move around.

R2 The main school premises are extremely well presented, in an excellent state of repair, cleanliness and decoration. At Clare College external areas are well presented and maintained, and the state of repair and cleanliness is appropriate. However, some classrooms in older blocks are in need of decoration.

R3 The classrooms at the main school are adequate in size and number, generally free from disruptive noise, appropriately arranged, furnished with flexibility of layout and to reflect the particular aspect of the programme being delivered. At Clare College classrooms are free from disruptive noise, but nine out of 13 are too small for the maximum class size of 17, limiting flexibility of layout and not allowing for all students to see, hear and write in comfort. There was evidence in these rooms of their year-round use as bedrooms, including wash-basins and wardrobes.

R4 Adult students have comfortable and well-furnished student relaxation areas on the ground and first floors of the main school. There is good outside space including gravelled areas with seating and with table tennis tables. There is space to park bicycles and a small planted garden that students are creating as one of the after-school clubs. A well-presented café provides a good range of reasonably priced fresh food. Clare College provides students with good outside relaxation facilities including a large central lawned area. Appropriate indoor facilities include a cafeteria, large hall for relaxation and leisure activities and a marquee in the garden for shelter in wet weather. Students have a hot or a cold lunch on alternate days depending on the timetable. Residential students have breakfast at Clare College and dinner at the main college dining hall, which they walk to in accompanied groups.

R5 At both sites signage is very clear and there are extensive display facilities in student areas. These are well maintained, informative and visually attractive. At Clare College a strong sense of brand identity has been achieved, which is particularly commendable.

R6 Staffrooms on both sites provide an appropriate working environment for teachers. There is space to prepare lessons, for relaxation and to store personal possessions. Meetings can be held in the staffrooms or in empty classrooms.

Learning resources

| Criteria | Not met | Met | Strength | See comments | N/a |
|------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| R7 Learning materials for students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 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 checked="" type="checkbox"/> | <input checked="" 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 Core EF materials, EFEKTA for adults and Fast Track for juniors, are used on general English courses. These included printed coursebooks and supplementary materials, and for adults, extensive online resources. Course specific materials are used for SPIN classes on adult courses. Commercially produced materials are used for examination preparation classes and the English language element of the UP programme.

R8 Teacher's books are available to accompany adult and junior core EF materials. Teachers are able to supplement these materials. For adult courses there is a good range of reference and methodology books, photocopiable resources and in-house materials. The school has subscriptions to several professional magazines for EFL teachers. For junior courses there is an adequate range of supplementary materials. Resources are appropriately maintained and organised. On both sites teachers have access to photocopiers and to computers linked to printing facilities.

R9 The adult school is well equipped with class sets of tablets and computer suites. There are data projectors in 13 classrooms. An in-house technician maintains technology and provides help with training as necessary. At Clare College CD players and portable projectors are available.

R10 All adult courses include supervised self-access study using iLab materials which form part of the core EF materials. The iLab facilities and materials are available for self-study outside timetabled hours. Students also have guide books linked to the EF coursebooks. There are no self-access facilities at Clare College.

R11 Adult students are introduced to iLab facilities during induction, and written information is also provided. Support on how best to use the facility and the materials is always available from the academic team.

R12 The review and development of EF teaching and learning resources is primarily the responsibility of the central academic management team working with academic staff in the schools. Core materials are revised regularly, following piloting in selected schools. Recent innovations include a mobile application for self-study and additional classroom materials for the teaching of grammar and vocabulary, and pronunciation. Teachers are actively encouraged to provide feedback on the materials. Commercially produced materials used on selected courses are chosen in consultation with teachers, who are also able to request supplementary resources.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Thought has gone into the design of learning environments as well as relaxation areas at the main school. The premises at Clare College are appropriate, although lack of space in classrooms is an issue for both students and teachers. Teaching and learning resources provide very carefully structured support both for teachers and students. *Learning resources* is an area 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T3 Rationales for teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input 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 Two teachers did not have a level 6 qualification. One teacher was awaiting the results of his level 6 course. The

second teacher had completed two years of a level 6 course. The rationales for both teachers were accepted within the context of this inspection.

T2 One teacher did not hold an initial teaching qualification that meets the requirements of the Scheme.

T3 The rationale was accepted with the context of this inspection as the teacher had considerable teaching experience both in the UK and overseas and had completed an initial TEFL training course with reasonable academic input and teaching practice, even though it did not fully meet Scheme requirements.

T4 The academic management team consists of the DoS for adult courses, the UP manager and DoS for the junior programme, the ADoS for adult courses, and the assistant UP manager. All four are qualified at diploma level. Three members of the team have suitable experience, but the UP manager who is acting as DoS for the junior programme does not have experience teaching junior students.

T5 The rationale was accepted within the context of this inspection. The organisation runs training courses for its academic managers in charge of junior centres, which the DoS attended. He is supported by the DoS at the main school, by the director of academic management from the central operations team, and by colleagues running junior programmes at other EF schools. The DoS also has considerable experience teaching and mentoring 16 and 17 year-olds on the UP programme.

Academic management

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

Comments

T6 Teachers' qualifications, experience and preferences are considered when allocating teachers to courses. The developmental needs of both the organisation and the individual staff member are also a factor.

T7 At the adult school the EFEKTA learning system requires the different components to be taught in an appropriate learning environment. Given the split timetable, timetabling is complex and the academic staff responsible are to be commended on the efficiency with which it is handled. At Clare College appropriate procedures are in place.

T8 Appropriate measures are in place for covering absent teachers on both sites. The inspectors saw evidence of the academic staff's flexibility in responding to late changes in teachers' availability.

T9 Teachers receive advance information on students which include the test result and a needs analysis. The EF coursebooks are designed to provide stand-alone lessons which facilitate integration. For adult students, part of the first week induction is a meeting with a mentor. Support is also available in the iLab sessions. All students with special educational needs and disabilities (SEND) are interviewed by a member of the academic team and an action plan is sent to the teachers concerned.

T10 At the adult school there is a fortnightly continuing professional development (CPD) programme, and at Clare College this is weekly with, in addition, a swap shop session. Topics for CPD may derive from observations or teachers' own suggestions. Teachers at the adult school are encouraged to run workshops, particularly to pass on information about external training events they have attended. There is a separate handbook with information on different categories of SEND students and suggested teaching strategies. For longer-term teachers training needs are discussed at appraisals. Teachers on both sites commented favourably on the support provided on a daily basis both from the academic management team and more experienced colleagues acting as mentors.

T11 New teachers are observed in their first two weeks and formal observations are carried out twice a year. The observation process includes teacher self-evaluation and written feedback with concrete recommendations for development. Teachers are required to produce one full lesson plan a week as well as weekly schemes of work as an ongoing way of monitoring performance. Feedback is provided on request.

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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Comments | | | | | |
| <p>T12 The EFEKTA system, including the junior Fast Track material, is based on current language learning theory and research. The principles and course structures are clearly described in online and face-to-face training for teachers. The materials are used by all EF English language schools. The adult material consists of coursebooks, guides for learners, presentations, teacher's books and online applications, and covers the six Common European Framework of Reference (CEFR) levels (A1 to C2). Materials for each CEFR stage are further subdivided into three graded levels. Each level consists of six units, with one unit forming the basis for one week's work. Within the framework of their general English classes, students are thus expected to move up a level every six weeks. SPIN courses are of six or 12 weeks' duration. The junior course material consists of coursebooks, teacher's books and a learning guide, and has five CEFR levels (A1 to C1). Students at the C2 level use the adult EFEKTA coursebook. The Fast Track coursebooks contain 20 units and students cover two units a week. SPIN classes on the junior programme are project based and teachers are provided with written guidance.</p> <p>T13 The Swiss-based academic research and development team analyses feedback on courses and materials from teachers and students. Teachers are actively encouraged to provide feedback. Core EFEKTA materials are reviewed centrally on a regular cycle, new materials are trialled in selected schools, and additional materials developed when needs are identified.</p> <p>T14 Course outlines for general English courses, both adult and junior, are provided in the coursebook. Outlines for adult SPIN courses are available online. Teachers also inform students of the focus of each lesson, though this was not always evident to inspectors during the inspection.</p> <p>T15 Study and learning strategies to support independent learning are a core feature of the EFEKTA learning system. All adult students have computer lab sessions which allow them to work at their own pace, and they are encouraged to create their own vocabulary lists. Adult students continue to have access to online learning resources after their departure (three months for students on general courses and six months for students on intensive courses). Junior students receive the study guide which encourages them to keep vocabulary lists and provides reference material for students to use. They have access to MyEF resources for three months after their departure.</p> <p>T16 For adult students the 'Culture' section of the guide books, which form part of the EFEKTA materials, contains activities to encourage interaction with the wider community outside the classroom. UP students are provided with information on lectures available in Cambridge. There are a number of extra-curricular clubs and volunteering opportunities. Details are displayed near the activities desk. Junior students have a full programme of activities that ensure they make the most of their time in the UK.</p> | | | | | |

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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T20 Assessment criteria | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| T21 Academic reports | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T22 Information on UK education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

T17 Almost all students complete a pre-course online placement test. This is combined with a speaking assessment on arrival which is based on a series of graded prompts. First day procedures are well thought through to allow any students who have not done the online test to complete this on arrival.

T18 Teachers assess adult and junior student performance and participation weekly and communicative skills fortnightly. Grades are recorded on the database. For adult students, progress is discussed at individual monthly tutorials where new targets are set. Proficiency tests are held at the end of each level and students can access an online record of their grades. There is a departure test which is mapped to CEFR levels. Junior students complete a form every week setting personal targets which are reviewed with their teacher.

T19 Barrier tests are used to check that students' level is appropriate to the examination they wish to study for. The results of these are discussed with students on an individual basis.

T21 All students receive a report with details of their attendance, grades and participation, and longer-term (academic year and UP) students receive a report each term. Adult students who have taken the departure test, and whose attendance is 80 per cent or above, also receive a certificate which relates their result to CEFR levels.

T22 Advice on entering mainstream UK education is available to all students. Students on the UP programme receive individual assistance to apply for relevant university places. Providing this service to all students is part of the UP manager's job description.

Classroom observation record

| | |
|---|---|
| Number of teachers seen | 26 |
| Number of observations | 26 |
| Parts of programme(s) observed | All except the UP programme due to a timetable clash. |
| Comments | |
| The teacher on the UP programme was seen covering a junior SPIN class. The ADoS was observed covering an adult class. | |

Classroom observation

| Criteria | Not met | Met | Strength | See comments | N/a |
|--|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----|
| T23 Models and awareness of English in use | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T24 Appropriate content | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T25 Learning outcomes | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T30 Student engagement | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

Comments

T23 Most teachers provided accurate models of language. In the better segments teachers gave detailed contextualised vocabulary explanations and involved students in giving definitions and devising contexts. In weaker segments there were instances of incorrect modelling of pronunciation, superficial explanations of new vocabulary and incomplete presentation of grammar points.

T24 Generally student profiles were provided, including at Clare College where the course was in its first week. SEND students were highlighted. There were records of initial needs analyses in the register. On adult courses there were some instances of detailed student profiles. However, there was no clear evidence that the variation in students' needs had been taken into account. Many lessons were based closely on the coursebook.

T25 Many teachers put up aims on the board. A few lesson plans expressed aims in terms of outcomes. At Clare College aims were not always seen on the board, as the size of the boards limited the information the teacher could provide. Coherence in progression came mostly from the coursebook.

T26 A range of techniques was seen across lessons. These included effective elicitation and prompting, purposeful monitoring, detailed pronunciation work and drilling. In stronger lesson segments, teachers provided both support and challenge. There was one very good example of presentation techniques. Teachers nominated their students, and this was well handled at Clare College where the students were all new. However, there was little use of concept questions and in weaker segments the use of pair work was perfunctory and lacked follow up. At Clare College the limited room space did not always allow teachers to monitor effectively.

T27 Coursebook and whiteboard were the main resources used. In stronger lesson segments, good use was made of pre-recorded material on projectors. There was some use of realia in more lively lessons. In the adult school some good boardwork was seen. Overall there was a limited use of resources. At Clare College the size of boards was limiting, and the limited room space sometimes led to static lessons.

T28 In stronger lesson segments a variety of correction techniques was seen, including delayed correction, self-correction and peer correction. In weaker segments errors were missed or were not effectively addressed.

T29 Learning was typically evaluated through student performance on exercises or during the production phase of a lesson, though there were some references to items from previous lessons. In the better segments students were encouraged to reflect on what they had learned.

T30 Generally teacher language was appropriate, instructions were clear and often checked. In the better lesson segments students were engaged, encouraged to listen to others, made to think and to express their own opinions. In these segments teachers varied interaction patterns and also the composition of pairs and groups. In some segments, there was too much teacher talking time and teacher language was unsuitable for students' language level; in a small minority of segments, teachers were not always alert to student responses or signs of inattention.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged very good to less than satisfactory, with the majority being satisfactory. Most teachers provided generally sound models of language. Lesson plans outlined aims but there was little evidence of individual students' needs being taken into account. A range of teaching

techniques was seen used to good purpose, but feedback and correction were sometimes insufficiently effective. Nomination was good and students were generally engaged.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team is appropriately qualified and there are effective systems for timetabling, monitoring and recording learner progress, and providing support to teachers. The approach to course design and review and the development of learner independence have been carefully thought out. 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| W6 Transport and transfers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W7 Advice | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 All significant risks are addressed in the buildings and fire risk assessments for the main school and Clare College. At Clare College the school has carried out its own buildings risk assessment on the premises in addition to that of the college. A college representative trained the Clare College centre manager on fire safety issues at the beginning of the course.

At the main school there is a key pad entry at the entrance gate and visitors sign in at reception. There is CCTV, monitored by the health and safety officer. Fire drills take place every six weeks. There are 12 trained fire marshals and 18 first aiders.

At Clare College there is open access from the road. Visitors have to pass the porters' lodge, which is staffed at all times, and are required to sign in at the school reception desk close to the entrance. The school also employs an external company to carry out regular patrols at night to provide additional security. CCTV is monitored at the porters' lodge. Fire drills are scheduled every two weeks, but none had yet been organised as the inspection took place in the first week of the course. There are 12 trained fire marshals and 23 first aiders.

W2 The school has a strong ethos of pastoral care with all staff, hosts and group leaders encouraged to be aware of students' potential needs. Information about pastoral care is made known to students at induction, in the student handbooks and on display boards. Mentors at the main school and the customer support manager at Clare College check on students' welfare when helping them to complete the first-week satisfaction questionnaire. At both centres there are staff with basic counselling training. Facilities for religious observance are available at both centres. Students' welfare needs are discussed at regular welfare committee meetings.

W3 The named persons at each centre are identified to students through induction, in the handbooks and on display boards. Both have a high profile in the centres as they work at the reception desks. They are supported in their roles by the centre director in the main school and the Clare College centre manager respectively.

W4 Policies and procedures for dealing with abusive behaviour are made known to students and staff at induction, in the relevant handbooks and on posters. The school addresses its responsibilities under the Prevent strategy, which is made known to students. All staff complete online Prevent training and receive additional training as required.

W5 Students are issued with the emergency phone number in pre-departure information, in student handbooks and on wristbands. There is a rota for administrative staff answering the emergency phone and guidance on how to respond to specific situations.

W6 Information about public transport from the UK point of entry to Cambridge is provided in the pre-departure information. Students on the junior course are required to book airport transfers and under 18s on the adult courses are recommended to book transfers. Details on how to travel to the homestay are on the student portal MyEF which students have access to before departure. The school has a long-standing arrangement with a reliable local taxi company.

W7 All required information is provided in pre-departure documentation, in handbooks and at induction. Information in the junior course handbook is presented in simple terms, suitable for the age group. Students are given assistance if they are required to register with the police.

W8 Students receive detailed information about medical treatment available in the UK in pre-departure information and on arrival. Under 18s and students with a low level of English are accompanied to the local pharmacy or surgery.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has a register of approximately 170 homestays, of which about 80 accept under 18s.

The school also offers self-catering residential accommodation for main school students. One residence for adults (18+) has single rooms, each with a kitchen and private bathroom. A second residence has single rooms with private bathrooms and shared kitchens; adults are accepted year round, 16 and 17 year-olds are accepted in the summer. Both residences are close to the school. The school also has two student houses for adults (18+) with twin rooms, shared bathrooms and shared kitchens.

Most students on the junior programme are accommodated in nine residential blocks on site at Clare College. Some are modern accommodation blocks, others are converted houses. A few junior students choose the homestay option.

One inspector visited three homestays, the two adult residences and the residential blocks for juniors at Clare College.

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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W13 Information in advance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

W9 Hosts visited were all friendly and experienced. The standard of decoration and cleanliness in one homestay visited was of a reasonable standard, in the other two only of a very basic standard. At one of these homestays students had, however, recently extended their stay, which indicated they were satisfied with arrangements. Bedrooms were adequately furnished. Although it is school policy that hosts may make an additional charge for laundry, two of the hosts visited did not make any charge for this service.

The residences visited were modern, well equipped and maintained and cleaned to a high standard. Rooms were of a good size. At Clare College most rooms are twins, with some triples and singles. Rooms vary in size but all are furnished to a reasonable standard. Sufficient shower rooms and toilets are provided. Laundry facilities are available at the residences and at Clare College.

W10 Initial visits are carried out by accommodation staff or visitors who have previously been hosts. The visit form includes checks that fire risk assessments and annual gas safety checks are in place. The visitor helps the host to complete a fire risk assessment. The host retains a copy for reference.

W11 Revisits take place every 12 months, which exceeds Scheme requirements. Residences are regularly inspected.

W12 Nearly all records sampled were complete and the information, including the dates of the most recent visit, was easy to retrieve. One fire risk assessment was missing from the host's database record.

W14 Students are told at induction about accommodation staff and services. Students complete their first-week evaluation questionnaire with a member of staff, who checks that they are satisfied with their accommodation. Any problems are logged on the accommodation database and follow-up action is noted. Students in the residences raise any problems with staff living on site. There was evidence that residence staff acted promptly to resolve problems.

W15 Guidance on preparing meals in homestays, including suggested recipes, is given in the homestay handbook. Hot lunches and packed lunches are provided on alternate days for junior students at Clare College. The hot lunches were of a high standard, with a good selection of freshly prepared dishes. Packed lunches provided by the school are of an acceptable standard. Dinner is served in the main Clare College refectory a few minutes' walk away.

Accommodation: homestay

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

Comments

W16 A student in the main school focus group commented that there were six students in the homestay and a student in the Clare College focus group stated that there were seven students in the homestay. The school took prompt action to investigate and resolve the situation. However, it was clear that the school does not have sufficiently robust systems to check on numbers of students in homestays, particularly at busy periods.

W18 It is made clear in publicity and through the sales offices that students share bedrooms in homestays. A single room is available on payment of a supplement.

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 Rooms and public areas in the two residences and in the residential blocks in Clare College are cleaned to a high standard. Residence managers meet cleaning supervisors regularly to discuss any problems.

Accommodation: other

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

Comments

W24 A detailed and helpful document entitled 'Private accommodation advice' has been produced. Students are encouraged to ask the school for help if required.

W25 The school provides information about local hotels on request, but makes it clear that hotels cannot be recommended.

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 type="checkbox"/> |

Comments

W26 At the main school there is ample information for students about local events, festivals, shopping, cafés and volunteering opportunities in the local community. Display boards are well presented. Information is also available on MyEF and on social media. Students can obtain additional information from staff at the activities desk in the central lobby.

At Clare College, information for juniors focuses on shopping and cafés in central Cambridge where students are allowed to spend free time. The school has negotiated discounts for EF students and these are highlighted in the

junior student handbook.

W27 The activity managers at the main school and Clare College are efficient and well organised. They are both supported by enthusiastic and committed teams of activity leaders. At the main school the weekly programme includes a good range of activities, some free, and weekend excursions, some of which are pre-booked. Daytime events are offered twice a day so that all students can attend. Clubs for students with specific interests, for example sport, volunteering and gardening, are available. Most events are suitable for under 18s; alternatives are suggested if students cannot attend the main event. Extensive background information about excursion destinations and detailed itineraries are provided for leaders.

At Clare College students have a daily programme of morning or afternoon activities. Attendance is mandatory. Activities are suitable for the age range and are efficiently organised. Students follow activities in groups, divided according to age. Whole-school events are provided every evening. Weekend excursions, some pre-booked, are also available. Students who have not pre-booked excursions are offered alternative activities.

W28 Risk assessments are carried out for all activities and these are updated as necessary. As well as a risk assessment for the specific activity, additional generic assessments are in place for weather conditions, walking or travelling to off-site venues. Guidelines on emergency procedures during excursions are clearly set out in the detailed activity leaders' handbook.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are generally efficient, although monitoring of the standards of decoration and cleanliness of homestays could be improved; some of the homestay accommodation visited was of a very basic standard. The school does not have sufficiently robust systems to check on numbers of students in homestays, particularly at busy periods. Residential accommodation is of a good standard. The provision of leisure opportunities for both adults and juniors is very well managed and meets a wide range of student needs. *Care of students* 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C4 Recruitment procedures | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C5 Safety and supervision during scheduled lessons and activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C6 Safety and supervision outside scheduled lessons and activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C7 Accommodation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C8 Contact arrangements | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

There were 473 students under the age of 18 during the inspection, of whom 300 were 12 to 16 year-olds on the junior course at Clare College and the remainder were 16 and 17 year-olds following the adult course at the main school. Students aged 16 and 17 years old are accepted on the adult courses year round.

C1 There is a clear and comprehensive safeguarding policy in place, which includes all the required information and is regularly reviewed. Named members of staff are identified as responsible for implementing the policy and for dealing with any allegations.

C2 The two designated safeguarding leads and the two safeguarding officers have completed specialist and advanced safeguarding training. All members of staff complete a basic online safeguarding awareness course and have additional training led by head office staff. Homestay hosts receive information and guidance in the homestay handbook and on the annual homestay providers' agreement, which they sign. The policy is included in group leader packs and is discussed with them at their induction. The relevant points are made known to students of all ages at their inductions.

C3 The level of care provided to under 18s on adult courses is stated on the website in the 'Information for young travellers' section. There is insufficient information about the level of care of under 18s on junior courses in the publicity.

C4 The recruitment materials cover all aspects of safer recruitment best practice as specified in the safeguarding

policy. All staff are DBS checked. A risk assessment is in place for any member of staff whose clearance is pending at the time of employment. If references do not explicitly confirm that the referee knows no reason why the applicant should not be working with under 18s, a follow-up telephone call confirms this information. There are agreements in place with contractors and evidence was seen of police checks for all group leaders this summer.

C5 At the main school under 18s sign in at reception on arrival every day. A member of staff visits classes to check on the attendance of under 18s within ten minutes of the start of the first lesson. Any absences are immediately followed up. Under 18s are identified on registers and wear colour-coded wristbands. Most activities are suitable for under 18s. Any which are not suitable are clearly marked on the activity programme and alternatives offered.

At Clare College students have a full, mandatory activity programme. Some excursions are optional; alternatives are offered for those not taking additional excursions. Registers are taken regularly during the day, at the beginning of each lesson, before meals and in activity groups. Registers used for activities included students' phone numbers and a note of any medical conditions. Students travelling to the school from homestays sign in at reception on arrival.

C6 Parents of 16 and 17 year-olds on the adult programme sign a liability waiver form confirming that they understand the student will not be supervised outside lesson times. The form has been updated recently and made more legible. It includes curfew times and specific examples of when a student might be unsupervised. There is a risk assessment in place covering unsupervised time.

Parents of junior students at Clare College sign a 'Student code of conduct and medical release' form. This makes clear that students in homestay are not supervised when travelling to and from the school. Curfew times for both homestay and residential students are specified. Students are allowed to leave the campus to visit the nearby centre of Cambridge. They must sign out and stay in groups of four and must return in the same group within three hours. Similar arrangements apply to free time on excursions.

C7 There are separate guidelines for hosts accepting under 18s on adult courses and for hosts accepting students on the junior courses. At the main school residence accepting 16 and 17 year-olds, students are accommodated in a separate area and are under the supervision of the residence assistant. They are permitted to use the shared kitchen. Procedures are in place to ensure the safe use of the kitchen by this age group. In Clare College accommodation the required ratio of supervising adults to students is strictly adhered to. Room checks are carried out by staff in all residences at curfew time.

C8 The emergency contact details of the parents or legal guardians are obtained from the sales offices at the time of enrolment and are checked again on the student's first day at school. The school's emergency number is provided in pre-departure documentation; parents or guardians can also contact the sales offices' 24-hour emergency number.

Care of under 18s summary

The provision meets the section standard. The level of care given to under 18s on adult courses and to students on the junior courses is appropriate. The safeguarding policy is clear. Procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time.
