

Organisation name	EF Cambridge
Inspection date	7–9 February 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2, S3 and S5 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited EF Cambridge in February 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, there is a need for improvement in *publicity, course design* and *accommodation*.

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 schools in Bournemouth, Brighton, Bristol, Eastbourne, London, Manchester, Oxford, and Cambridge. Two of the schools – in Bournemouth and Eastbourne – offer both adult and junior courses on the premises, and the Cambridge school runs an eight-week junior programme for 12 to 17 year-olds during the summer at a residential site belonging to Clare College. All of these centres are accredited. A central management team monitors and provides support to the UK schools with centralised policies and systems which are applied across the UK centres.

The school offers open enrolment courses in general English, examination preparation, executive and university preparation courses to adults (18+) and young people (16+) in school premises.

The inspection took the equivalent of one full day and two half days over three days. The two inspectors held meetings with the school director (SD), the director of academics (DoA), the student services manager – on loan from EF Oxford (SSM), the accommodation manager, the facilities and residence manager, the central director of visa compliance, the activities manager (AM), and the summer school manager. A focus group meeting was held with the teachers, a group of students, and another with a group of executive students. All teachers timetabled during the inspection were observed.

A tour of the premises and facilities was conducted and one of the inspectors spoke to one homestay host and one private home host, who gave her video tours of the homes.

Address of main site/head office

211 Hills Road, Cambridge CB2 8RN

Description of sites visited

The main school in Hills Road is in a large Victorian building with an integrated extension, set in its own grounds. On the ground floor there is an open-plan reception area and student lounge, office space for senior management and administration staff, three classrooms (originally four: two of which were converted into one larger space to facilitate arrangements for teaching during the pandemic), the activities area, a lecture hall that can double as an extra student relaxation/dining facility, and the cafeteria. Two staircases lead to the upper floors. On the first floor there are nine classrooms (originally 11, as above), an iLab and two seating areas for students. On the second floor there are three classrooms, a study room for university pathways' students, and the university pathways manager's office. Outside there are seating areas for students, and table tennis and table football facilities. There are bicycle racks for students and staff.

The Clare College site used for an eight-week period in July and August for junior courses was not visited during this inspection.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers year-round general English courses for adults and young people (16 and 17 year olds), as well as examination preparation, university pathways, and executive programmes. A junior programme for students aged 12–17 years is also offered in summer.

All general English courses include project sessions which can either take place in the classroom or as a self-study component, and lectures which are in addition to the general English component and can be either face-to-face or online. A variable number of special interest lessons (SPINs) are also included.

At the time of the inspection, the school was delivering in-person general English and examination preparation courses and a small number of SPIN classes in addition to the university foundation programme and executive English courses.

Management profile

The school is managed by the SD who, along with the majority of staff, has been in post for less than six months. He is supported by the DoA, the activities manager, facilities and residence manager, and the SSM. The SSM who has been in post for three years is currently on extended leave. Her newly appointed assistant is on sick leave and the role was covered at the time of the inspection by the SSM from EF Oxford. The DoA is also a recent appointment to the school. He is supported by the assistant director of studies and the university pathways manager, both of whom have also been with the school for only three months.

Accommodation profile

Homestay, private home (EF calls this International Homeshare) and residential accommodation options are offered. Homestay and 'homeshare' in twin rooms is included in the cost of the course; there is a supplementary charge for residential accommodation. Year-round residential accommodation is offered in one residence a 15-minute walk from the school. The en-suite accommodation is in clusters of six bedrooms with a shared kitchen. In the summer three other residences are used, all within walking distance. The summer school offers residential, on-site accommodation and homestay accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students on the whole, and in accordance with the provider's clear and well communicated goals and values. However, the replacement of several key members of staff and the resultant training of newly recruited personnel has led to increased workloads and a lack of continuity in provision at times. Information in publicity is not always accurate or easy to find. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. 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, although this is limited for students.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient day-to-day guidance to ensure that they support students effectively in their learning. Course design is based on stated principles with the exception of executive courses but there are insufficient systems in place to monitor and support students' learning. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. The provision meets the needs of students for security, pastoral care, information, and leisure activities. Students benefit from very well-managed out-of-class activities. However, some aspects of accommodation are not managed to a satisfactory level. There is a need for improvement in *Accommodation*.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation. However, supervision procedures need to be more effective.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Met
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.	Met
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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The mission statement and core values are clearly expressed and communicated. Development plans for the school are reviewed annually and are appropriate in their reach. The structure of the school is documented in the school's organogram; however, the replacement of several key members of staff and the resultant training of newly recruited personnel has led to increased workloads and a lack of continuity in provision at times. Effective communication channels are in place both within the school and with head office and the wider organisation. Student feedback is gathered at various points during the student journey and any issues raised are dealt with satisfactorily on the whole, with the exception of accommodation where some problems persist. There are also several opportunities for staff feedback. Policies and procedures are reviewed on an annual basis.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Staff handbooks contain a full range of HR policies. Job descriptions are in place for all staff and there are clear recruitment and selection procedures. Company-wide generic induction checklists as well as local procedures are appropriate. Role-specific onboarding procedures are in place for administrative or student services roles. Appraisals and performance reviews are carried out for all staff, which include clear objective setting, and there are effective procedures to ensure continuing professional development for all staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met

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.	Not 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

The EF customer service promise is included in handbooks, staff receive training in customer care, and feedback from students was generally positive. Pre-arrival information and advice on courses is provided by EF sales teams and by staff at the school during their stay. Enrolments are carried out centrally and any subsequent issues are handled at school level before being referred to head office. Records of payment and course details are complete, up to date, and easily accessed. Although there is a clear attendance policy, the procedures are not always followed and records of attendance for under 18s are not always completed. Conditions under which a student may be asked to leave the school are made clear in the student code of conduct and in the students' handbook. There is a clear complaints policy and a record of follow-up action taken in response to complaints received.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not met

Comments

The main medium of publicity for the school is the centrally produced global brochure which is used by overseas sales teams. The brochure contains a digest of information on Cambridge, including captioned photographs of the premises and the city, as well as the range of courses offered, accommodation, facilities, and package prices. Similar information is also provided on the EF UK website which has a link to EF Cambridge, Clare College and the executive programmes. The school also manages its own social media platforms to provide information on school activities.

Information about the school is generally accurate with the exception of the executive centre which still appears as a separate centre in both the brochure and on the website, with facilities and services which are no longer offered. The executive centre is no longer open. The language used is largely clear and accessible, and translations are available in a wide range of languages. While most information on courses is provided, in many cases this is not easily accessible. Information on public holidays is confusing and it is not made explicit which elements of the courses are taught and which are online. The maximum class size is not reported on the individual school pages of the brochure or website, but is covered under a section called "Small class sizes" where it is stated as being a maximum of 17 students. However, elements of the course regularly exceed this number and the maximum number of students in executive lessons is not provided. Most fees for tuition are clear but prices quoted on the website for general and intensive English courses are incorrect. Examination fees are not given and the costs of course materials is not easy to find. A description of the level of care given to under 18s is provided in the brochure. Consent forms, which are designed centrally, are written in very dense, legalese language and although translations may be available, parents sign the English version. Relevant items are covered, but parents are required to sign a waiver of responsibility under a very complex set of conditions as stated in the form. Descriptions

of accommodation are generally accurate with the exception of the maximum number of students in a private home. Descriptions of staff qualifications are acceptable. In the brochure the accreditation scheme marque only appears on accredited centre pages, not on centres that are not accredited. An incorrect accreditation scheme marque is used on a number of publicity materials.

Premises and resources

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

Comments

The main school premises are extremely well presented, in a good state of repair, cleanliness and decoration. A lift to all floors facilitates access for any staff or students with mobility needs. Classrooms are adequate in size and number, and generally free from disruptive noise. 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. The café provides a good range of reasonably priced fresh food and free drinking water is available on all floors. Students have comfortable and well-furnished student relaxation areas throughout the building and there is good outside space with seating and table tennis and table football tables. Signage is clear and there are several well maintained, generally informative noticeboards throughout the school. Teachers have appropriate space to prepare lessons, for relaxation and to store personal possessions.

The premises at Clare College were not visited during this inspection. The executive centre is currently not open.

Learning resources	Met
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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Not met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

Core EF materials, including printed coursebooks and workbooks used on general English courses, are made available to students. Students on examination and pathways courses receive a coursebook of the teacher's choice. Executive students receive photocopied materials. In addition, there are extensive online materials for students to use including 'campus learning' digital resources, although guidance on the use of these is limited. Materials for teachers include presentation slides, project suggestions and additional in-house created materials for SPIN classes. There is a range of supplementary material available, and resources are well organised. Technology including projectors is widely available, although not evidenced during observed classes: teachers at the focus group commented that it was often unreliable. Materials are reviewed during teachers' meetings and feedback is

passed on to central office and to the academic research and development team in Switzerland but there is no policy for the continuing review and development of teaching and learning resources.

Teaching and learning

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

Comments

All but one of the teachers scheduled during the week of the inspection have a level of education normally represented by a Level 6 qualification. A rationale was accepted within the context of this inspection based on his significant experience in the industry and attendance at in-service training within the organisation. A rationale was also accepted within the context of this inspection for a teacher whose ELT qualification from 1977 could not be verified, based on her considerable experience and attendance at further training sessions. The teaching staff have suitable experience, knowledge and skills appropriate to the range of courses offered. The academic management team is appropriate for the range of courses currently offered. A rationale was accepted for a member of the academic management team whose qualifications do not meet the full requirements to be an academic manager. The university pathways manager position is largely administrative and he is supported by an experienced and qualified DoA.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not 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.	Not met
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.	Met

Comments

Teachers are suitably matched to courses according to their experience, professional development and personal preferences. Procedures for the effective timetabling of classes are in place; however, maximum class sizes are often exceeded. Cover arrangements are satisfactory. Although continuous enrolment is covered in induction, insufficient guidance is available to teachers on how to assimilate students into classes. There are arrangements in place to provide day-to-day support for the teachers and for observing and monitoring teachers.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

The EF Method, used by all EF English language schools, is based on current language learning theory and research. The system is clearly described in documents including the teacher manual and both online and face-to-face training opportunities. Materials include coursebooks, presentation slides, teachers' books, and online applications, which cover the six Common European Framework of Reference (CEFR) levels (A1 to C2). Teachers' books suggest lesson guidelines, and course outlines for general English courses are provided in the coursebook. It is recommended that teachers use EF materials for approximately 70 per cent of the course but there is little evidence of this being monitored by academic management. Guidance on planning executive courses is not provided in the teachers' handbook and guidance for teachers at the summer school was unavailable at the time of the inspection. Course design is reviewed by the academic research and development team in Switzerland, informed by visits to and feedback from the schools, and drawing on information given in a needs analysis questionnaire completed by students pre arrival. Weekly schemes of work prepared by teachers for planning purposes are not shared with students and it is unclear how students are made aware of intended learning outcomes. Students are introduced to the online learning platform during their induction and teacher-led online projects, and students also have access to online learning resources after their departure. However, insufficient guidance is offered on how to effectively use self-study resources available in the iLab. Weekly lectures delivered by teachers or guest speakers provide opportunities for students to develop their knowledge of local culture and the further acquisition of language.

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

Comments

All students complete an online placement test prior to arrival, followed by a speaking test on their first day at the school. Teachers assess students' performance and participation in class every week, and monthly tutorials set learning targets. Progress tests are administered every six weeks and all students complete an end-of-course proficiency test. Procedures for changing level are made clear to students, as is advice on entering mainstream education. Students can also access the EF university counselling and placement services at an additional cost. Examination courses run throughout the year and advice and guidance is available from the academic team. All students receive an end-of-course report and certificate if they meet the minimum attendance requirement of 80 per cent.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All courses running at the time of the inspection.

Comments

Each teacher was observed once by one of the inspectors.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers provided generally clear models of spoken and written form. In better segments, good attention was paid to word stress and parts of speech, as well as collocations. However, in weaker segments, unusual word stress was marked and demonstrated. On the whole explanations of grammar and vocabulary were appropriate.

T24 Student profiles varied from very good to missing completely from lesson plans. Better profiles indicated why and how lesson objectives had been determined in response to students' needs, whereas in a minority of cases profiles only listed the number and nationalities of students in class. In an isolated example, the content of material was questionable for the students in the class aged under 18.

T25 All lessons were appropriately staged and followed a coherent sequence of activities based around a main topic or learning goal. However, a minority of teachers presented teaching aims rather than learning outcomes.

T26 A range of teaching techniques was observed, including elicitation, drills and concept check questioning. A lack of nomination allowed some students to dominate in a number of lessons.

T27 Boards were generally well organised and featured colour to aid comprehension in several lessons. Realia was used to promote the local community. In weaker segments, instructions were overly complicated and unchecked. Students were not always grouped to allow for better interaction, particularly in larger rooms.

T28 A range of appropriate correction techniques featured across the lessons, including delayed, on-the-spot, self and peer correction. At times, feedback lacked rigour and drills were mechanical rather than meaningful. Feedback after activities was not always clear and some inaccurate student responses were accepted.

T29 Lesson plans were well staged with short activities to check that learning was taking place. In better segments, teachers made good use of concept check questions to ensure comprehension and provide opportunities for students to further develop their understanding of the target language. However, in weaker segments, learning was not fully evaluated before moving on to the next task.

T30 In almost all lessons there was a largely positive atmosphere and students were engaged and involved. Teachers had developed a good rapport and better segments had pace and energy, and involved appropriate use of humour. Activities that were personalised promoted further student engagement, as did those involving movement. However, some teachers spoke excessively without grading their language or ensuring students had understood their utterances.

Classroom observation summary

The teaching ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers' language awareness was mostly accurate and clear models were provided on the whole. The content of lessons was largely appropriate to the needs and interests of students and lessons flowed logically leading to relevant outcomes, although these were not always made clear to the learners. A range of teaching techniques was demonstrated, although instructions were not always checked. The classroom environment was generally well managed. Feedback and error correction featured and lessons included activities to evaluate that learning was taking place. Teachers created a positive learning atmosphere in the majority of lessons and students were engaged and motivated on the whole. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	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.	Not 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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Not met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Satisfactory and efficient safety and security procedures are in place, and premises' risk assessments are thorough and regularly reviewed. The centrally produced emergency plan covers procedures in case of major incidents both on and off site. However, staff were not aware of the plans and relevant elements were not known by students. Pastoral care is well covered. Policies to promote tolerance and respect and procedures for dealing with abusive behaviour are presented in handbooks and on posters. However, the language used is not accessible to students with a lower level of English. This was changed during the inspection and is no longer a point to be addressed. Students receive a 24-hour emergency contact number. Most students use the transfer service offered by EF on arrival, but if not, they are given information about onward travel during the booking process. Students receive good advice on relevant aspects of life in the UK. The information given is clearly presented at induction, in handbooks and on posters. First aid provision is satisfactory, and students receive advice and support in accessing health care provision.

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

Comments

Centrally produced minimum standards guides and agreements with residences make all the requirements clear. The maximum number of students, as stated in the guide for 'homeshare' accommodation, is eight. However, there were nine students in one of these homes. In one of the homestays visited, one of the twin bedrooms with bunk beds was quite cramped and only the kitchen table was available for private study. Arrangements for laundry are satisfactory, but cleaning arrangements are not made clear, and in the homestay visited, students aged under 18 were responsible for cleaning their own bedrooms. Homestay visitors conduct all homestay initial and annual follow-up visits. Full checks and risk assessments are carried out on the residences. Written confirmation of accommodation booked is generally clear, and contracts with accommodation providers make rules, terms and conditions and provision of meals clear. However, feedback indicated that problems with accommodation are not always resolved quickly or to students' satisfaction.

Accommodation: homestay only	
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

A centrally produced minimum standards guide clearly sets out the requirements for homestay accommodation.

<i>Accommodation: other</i>	
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.	Met

Comments

Students receive helpful advice if they live in private rented accommodation. Recommended hotels are visited and monitored.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are given appropriate information and access to local events and activities. The full, monthly leisure programme is very well planned by the full-time activities manager with input from staff and students and includes activities of interest for different age groups. Members of the activities team accompany all the activities and excursions, which are thoroughly risk assessed. Activities staff receive appropriate training and support.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year olds into the adult school year round. At the time of the inspection there were 57 students aged under 18 and in the peak week last summer there were 291. A separate summer school runs at Clare College for 12–17 year olds. In the peak week last year there were 510 students on this course. Clare College can accommodate 320 students in residential accommodation and the remainder in homestay accommodation.

The centrally produced safeguarding policy is comprehensive and contains relevant school and local information. There is a good level of training and guidance for staff within the school and for homestay visitors. Although homestay providers are not asked to complete specific safeguarding training, they are given adequate guidance regarding caring for under 18s. At the time of the inspection, the parental consent forms were not accessible due to a technical issue. Recruitment procedures are satisfactory. Some arrangements for the supervision and safety of students during scheduled lessons and activities, including the wearing of coloured wrist bands and following up late arrival in school, are not effectively carried out. The arrangements for the supervision and safety of students outside the scheduled programme and for their accommodation are suitable. Contact arrangements between the school and parents or representatives are appropriate.

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 Sampling identified the following issue: evidence was not available to support the claim in terms and conditions that all students are asked to give permission for photographic images to be used; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	1980
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	Bournemouth, Brighton, Bristol, Eastbourne, London, Manchester and Oxford
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools, international business schools & approximately 10 Summer Schools

Private sector

Date of foundation	1977 (Founded in 1965)
Ownership	Name of company: EF Language Schools Limited Company number:01043158
Other accreditation/inspection	ISI

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	<ol style="list-style-type: none"> 1. Clare College Colony, Chesterton Lane, Cambridge CB4 3AA. University of Cambridge - July & August under-18s centre 2. Cambridge Executive Centre, Mill Road, Cambridge CB1 3NL. Not operational since Covid outbreak in 2020

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	219	256
Full-time ELT (15+ hours per week) aged 16–17 years	57	386
Full-time ELT (15+ hours per week) aged under 16	0	415
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
Overall total ELT/ESOL students shown above	276	1057
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Italian, French, Polish, Swiss, Portuguese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–65	16–65
Adult programmes: typical length of stay	10	4
Adult programmes: predominant nationalities	Chilean, French, Italian, Japanese, Mexican	Italian, French, Argentinian, Polish, Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	40
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	5	

Academic manager qualifications profile

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

Comments

The DoA was not scheduled to teach during the inspection period. The ADoS was scheduled to teach 20 hours and the UP Manager was teaching for 14 hours and 40 minutes.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers

TEFLQ qualification	3
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	13

Comments

A rationale was accepted within the context of this inspection for a teacher whose ELT qualification from 1977 could not be verified, based on her considerable experience and attendance at further training sessions.

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	138	44
Private home	21	0
Home tuition	0	0
Residential	49	13
Hotel/guesthouse	2	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	9	0
Overall totals adults/under 18s	219	57
Overall total adults + under 18s	276	