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| Organisation name | ABC Cambridge |
| Inspection date | 5–7 July 2021 |

| Section standards | |
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| 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 |
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| We recommend accreditation with a spot check in the first 12 months so that the summer school can be seen in operation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted. |

| Summary statement |
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| <p>The British Council inspected and accredited ABC Cambridge in July 2021. 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).</p> <p>This private language school offers courses in general and professional English for adults (18+) and young people (16+), under 18s, closed groups of under 18s, and vacation courses for adults (18+) and under 18s in school premises and online.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

ABC Cambridge is a language school in the centre of the city. The school offers open enrolment courses all year round as well as vacation courses in July and August. The school also offers closed group courses year round on demand.

The inspection took the equivalent of one day and a part day over three days. Due to the global pandemic, the inspection was conducted remotely. In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

The inspectors held meetings with the director, operations manager (responsible for welfare and safeguarding), operations assistant, and academic advisor. The academic manager was on sick leave. A focus group meeting was held with teachers, and another with a group of students. One teacher was teaching during the inspection and was observed by both inspectors. The lessons were all online. The inspectors were also given a virtual tour of the premises. No students were staying in accommodation provided by the school and no homestays were visited.

Address of main site/head office

Round Church House, The Cambridge Union Society, 9a Bridge Street, Cambridge CB21UB

Description of sites observed

The school is based in an annexe of the Cambridge union society building over four floors. The reception office is based on the ground floor along with two classrooms, the main administration office, and a kitchenette. On the first floor there are two more classrooms, the management office and the toilets. There is one men's toilet and three toilets for women. There is one more classroom on the second floor. The teachers' room is in the basement, and there is a shared seating area outside the main union society building.

| 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

Year round the school offers General English courses for adults and young people (16 and 17 year-olds) as well as closed group courses and one-to-one lessons, and examination preparation courses. The school also offers vacation courses for adults and young people (16 and 17 year-olds), as well as parent and child courses in July and August. From September to June the school offers family courses. At the time of the inspection, the school was only offering online classes to a small group of junior students and a one-to-one class, also to a junior student.

Management profile

There are two directors, one of whom is responsible for the overall management of the school. The operations manager (OM), and the academic manager (AM) both report to the director. The OM is also the welfare and safeguarding lead. The OM line manages the two operations assistants (OA) one of whom is responsible for accommodation. The AM manages the teaching team. There is also an academic advisor who provides extra support to the AM on an ad hoc basis. At the time of the inspection, the OA with responsibility for accommodation was on furlough and all other staff were on flexi furlough.

Accommodation profile

The school provides homestay accommodation in around 50 homestays. None of it was being used at the time of the inspection. ABC Cambridge also provides details about self-catering apartments, university residences, guest houses, hostels and hotels.

Summary of inspection findings

Management

The provision meets the section standard. There is a detailed strategic plan for the future of the school, but initial feedback systems are inadequate. New staff receive a very supportive induction, but staff records were incomplete. Customer service is good but student details were also incomplete. Publicity is well presented and gives rise to realistic expectations. A number of small issues, such as inaccurate references to staff qualifications were addressed during the inspection and are now satisfactory.

Premises and resources

The provision meets the section standard. The school building could not be fully assessed due to the virtual nature of the inspection and the absence of students attending face-to-face classes. There is an appropriate range of resources for teachers, and educational technology is well maintained.

Teaching and learning

The provision meets the section standard. There is an appropriate range of experience within the teaching team, but the proportion of teachers without required TEFL qualifications was too high. There is a clear system for course review, but the student placement procedures are not suitable for all students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for safety and security are met. Appropriate information is provided to students about aspects of life in the UK. Homestay accommodation is adequately managed, although not all students are informed about travel arrangements to and from their homestays. The school provides students with information about local cultural, social and sporting activities and normally offers its own social programme, supplemented by excursions offered by a tour company.

Safeguarding under 18s

The provision meets the section standard. The school has a safeguarding policy and staff receive appropriate training. Parental consent forms reflect the level of care and support given to under 18s. Although the necessary security checks are conducted, not all staff and no homestays have references that state that they are suitable to work with under 18s.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| 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. | Strength |
| 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. | 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. | Not 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 |
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| M2 There is a very clear plan in place with short, medium and long-term aims. Objectives are SMART and both minutes of meetings as well as a strategy spreadsheet provide evidence of steps being taken towards achieving objectives. |
| M5 Although it is clear from documentation that action is taken in response to feedback, the timing and format of initial feedback is inadequate. |

| Staff management and development | Met |
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| 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. | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not met |
| M11 There are effective induction procedures for all staff. | Strength |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | 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. | Strength |

| Comments |
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| M9 Job descriptions are in place and sufficiently detailed, but there is no evidence of review. |
| M10 A clear recruitment policy and procedure is in place but two references were not on file for all teaching staff. |
| M11 All staff receive a very useful e-induction pack complete with a number of quizzes to encourage employees to engage with key policies and procedures. This is further supported by a face-to-face induction onsite. For summer-school staff, there is a full week of training prior to the start of the programme. |
| M13 A wide range of appropriate training opportunities is provided for both academic and administrative staff. Full use is made of expertise within the team, and the school has supported a number of staff members in gaining further qualifications. |

| Student administration | Met |
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| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Strength |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Strength |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Not met |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |

| Comments |
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| M14 Comments on customer service from students as well as parents of younger learners spoken to during the inspection were very positive. In addition, collated feedback from previous students is also very favourable. Staff were able to provide all information on required students easily. |
| M15 The website provides key information in a number of languages as well as an agent portal where student representatives can easily find documents they may require. Students on open-enrolment courses have a one-to-one needs analysis meeting during their first two days to check on the suitability of their course choices. |
| M18 Although systems are in place to maintain accessible records for student details and their emergency contacts, the contact's level of English is not recorded. |

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

Comments

Publicity comprises a website and a downloadable brochure. The website is the main source of publicity.

M23 Information provided on the website is in clear accessible English and section summaries are available in a number of other languages.

M26 Information on the level of care for students under 18 was not easily available on the website. This was addressed during the inspection and is no longer a point to be addressed.

M28 Descriptions of staff qualifications did not accurately reflect the profile of the teaching team at the time of inspection. This was addressed during the inspection and is no longer a point to be addressed.

Premises and resources

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| Premises and facilities | Partially assessed |
| 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. | Partially assessed |
| P2 Classrooms and other learning areas provide a suitable study environment. | Partially assessed |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Partially assessed |
| 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

P1 Although it appeared from the video tour that the school premises are clean and in a good state of repair, this could not be confirmed with students as there were none attending lessons in the building at the time of the inspection.

P2 Classrooms appeared well appointed but with no students in attendance, their suitability could not be fully assessed.

P3 There is a pleasant area outside for students to relax and eat during good weather, but due to the absence of students in the building, its suitability for the same during bad weather could not be fully assessed.

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| 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. | Partially assessed |
| 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. | N/a |
| P11 Students receive guidance on the use of any resources provided for independent learning. | N/a |

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| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |
| Comments | |
| P7 A range of teaching and learning materials is available. Due to the very small number of students and the fact that the teacher had chosen to use their own materials instead of those provided by the school, this criterion could not be fully assessed. | |

Teaching and learning

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| 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. | Not 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 |

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| Comments | |
| T2 The teacher observed during the inspection is TEFLI. However, rationales were provided for two teachers in the regular teaching team without appropriate ELT qualifications. This was fifty per cent of the current teaching team which is not acceptable. One rationale was acceptable for that teacher to teach under 18s only but the second was unacceptable as the teacher has no teaching qualifications at all. | |

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| 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 assessed |
| 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. | 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 |

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| Comments | |
| T6 Due to the absence of the academic manager, no information on this criterion was available. | |

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | 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. | 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

T15 Although a useful guide is made available to students, courses do not include a systematic focus on study and learning strategies.

Learner management

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Comments

T17 Placement procedures are in place but are not appropriate for all students, especially the very young.

T18 An effective procedure is in place for monitoring the progress of year-round students, but there is no equivalent in place for summer school and short-stay groups.

T21 The leaving certificate makes claims about the language level achieved by students which cannot be empirically validated. This was addressed during the inspection and is no longer a point to be addressed.

Classroom observation record

Number of teachers seen

1

Number of observations

3

Parts of programme(s) observed

General English group class and one-to-one lesson

Comments

All teaching observed was of online lessons.

Teaching: classroom observation

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.

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.

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

T27 Teachers promote learning by the effective management of the classroom environment and resources.

T28 Students receive appropriate and timely feedback on their performance during the lesson.

T29 Lessons include activities to evaluate whether learning is taking place.

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

Comments

T23 The teacher gave very clear and accurate models of English and used a number of paralinguistic skills to help students understand and produce new language. Phonetic symbols were used to distinguish between similar sounds.

T24 Student profiles were very brief and some did not contain key information regarding students' individual needs. Consequently, lesson plans made no reference to these needs.

T25 Lessons were appropriately staged and the teacher was communicating the intended outcomes of each activity as the lesson progressed.

T26 A wide range of appropriate teaching techniques was confidently used, including drilling of new vocabulary, elicitation of meaning, nomination of individual students, and checking of understanding.

T27 The online environment was well managed with attractive resources appropriate to the age group.
 T28 Focused error correction was seen and praise was used judiciously throughout.
 T29 Understanding was checked at various stages throughout the segments seen and language from previous lessons was revised.
 T30 The teacher maintained a very lively atmosphere and students were clearly engaged. Opportunities for student-to-student interaction were missed, however, making the segments somewhat teacher centred.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria with the majority being good. The teacher demonstrated sound knowledge of the language and presented very clear models. Class profiles were insufficiently detailed with little connection to the lesson plan, but all lessons had appropriate links between stages and led to clear outcomes. These outcomes were made known to the students. The virtual classroom environment was very well managed and although lessons were somewhat teacher centred, students were engaged throughout.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | 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. | 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

W5 Students receive a 24-hour emergency number, but in some documentation, they are required to access it via the main school number. This policy was changed following the inspection, but not checked for implementation.
 W7 Useful information is given to students through pre-arrival documentation, an induction checklist and a detailed handbook. At the time of the inspection, the latter document did not make it sufficiently clear which information was relevant to different age groups. Revised documentation was submitted shortly after the inspection and this is no longer a point to be addressed.

| Accommodation (W9–W22 as applicable) | Met |
|--|--------------------|
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Partially assessed |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Not met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | 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 | |
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| W9 Records indicated that appropriate services are normally provided but no students were in accommodation provided by the school at the time of the inspection. | |
| W12 Written confirmation of accommodation booked generally gives accurate information; however, some students are not informed about the approximate time and cost of travel between homestays and the teaching premises. | |

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

| Comments | |
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| W16 At the time of the inspection, the guidelines for homestay hosts did not state explicitly that they must not accommodate more than four students at any one time. This information was amended shortly after the inspection and is no longer a point to be addressed. | |

| <i>Accommodation: other</i> | |
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| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | Met |

| Comments | |
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| All aspects of the relevant criterion are fully met. | |

| Leisure opportunities | |
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| 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. | Partially assessed |
| 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 | |
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| W24 There was no leisure programme running at the time of the inspection but previous records showed an appropriate range of activities. | |

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. | Not met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | Not met |

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| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Met |
| S7 There are suitable arrangements for the accommodation of students. | 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

Under 18s are enrolled on different types of courses. Students from the age of five are accepted on courses, if accompanied by an adult or staying with a relative in Cambridge. Students aged 14 to 17 routinely form part of closed group programmes. Unaccompanied 16 and 17 year-olds can study on year-round adult courses and summer courses and are accommodated in homestays.

S1 During the inspection, the safeguarding policy was amended to include reference to the name of the designated safeguarding lead and guidance on handling delayed suitability checks. This criterion is no longer a point to be addressed.

S3 The parental consent form was also re-written to make it clearer that some 16- and 17-year-olds might be unsupervised for extended periods of time during the week. At the same time, some of the language was simplified. This criterion is no longer a point to be addressed.

S4 No references have been collected for homestay hosts; two references were not on file for all staff stating their suitability to work with under 18s.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

| Inspection history | Dates/details |
|---|----------------|
| First inspection | 2021 |
| Last full inspection | N/a |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Not accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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|--------------------------------|--|
| Date of foundation | 1986 |
| Ownership | Name of company: Group Study Holidays (GSH) Limited Company number: 9660364 |
| Other accreditation/inspection | ABLS |

Premises profile

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| Details of any additional sites in use at the time of the inspection but not visited | N/a |
| Details of any additional sites not in use at the time of the inspection | Chesterton Community College, Gilbert Road, Cambridge – ABC Summer Centre. 8–12 classrooms. |

| Student profile | At inspection | In peak week: 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 | 0 | 30 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 0 | 55 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 60 |
| 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 | 3 | 0 |
| Overall total ELT/ESOL students shown above | 3 | 145 |
| Junior programmes: advertised minimum age | 5 | 5 |
| Junior programmes: advertised maximum age | 15 | 15 |
| Junior programmes: predominant nationalities | Luxembourgers, Danish, Italian | Austrian, Italian, Spanish |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | N/a | 16–20 |
| Adult programmes: typical length of stay | 4 weeks | 2 weeks |
| Adult programmes: predominant nationalities | Italian | Italian, German, French, Spanish |

| Staff profile | At inspection | In peak week: July (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 1 | 18 |
| Number teaching ELT 20 hours and over a week | 0 | |
| Number teaching ELT under 19 hours a week | 1 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

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

At the time of the inspection, the academic manager was on sick leave.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 0 |
| TEFLI qualification | 1 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 1 |
| Comments | |
| The core teaching team is currently four teachers. | |

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