

Organisation name	LSI Cambridge
Inspection date	14–15 April 2026

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.	Not met
Premises and resources The premises provide students and staff with a safe, 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 that accreditation be placed under review because the section standard for Management was not met and there were weaknesses in Academic staff profile and Course design.

The period of review to be ended by a spot check in summer 2026, in conjunction with a supplementary inspection to assess the summer junior programme, focusing on the areas of strategic management, premises and facilities, teaching and learning, welfare and student services and safeguarding under 18s.

Summary statement

The British Council inspected and accredited LSI Cambridge in April 2026. 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 private language school offers courses in general English for adults (18+) and under 18s and for closed groups of under 18s and junior summer programmes.

Strengths were noted in the area of student administration.

The inspection report noted a need for improvement in the areas of strategic and quality management, publicity, academic staff profile and course design.

The inspection report stated that the organisation does not meet the standards of the Scheme.

Introduction

Language Studies International (LSI) Cambridge is one of a network of English language schools in Britain, Canada, the USA, Australia and New Zealand. In the UK there are schools in Brighton and London as well as Cambridge. Since the last inspection, there has been a change in Senior Teacher.

The inspection lasted one and a half days. The two inspectors spoke to the principal, the senior teacher, the administration and finance manager, the accommodation officer and the director of LSI London. Focus group meetings were held with students, teachers and group leaders. All teachers timetabled during the inspection were observed. One inspector carried out remote visits of two homestays and inspected the student residence in person.

Address of main site/head office

41 Tenison Rd, Cambridge CB1 2DG.

Description of sites visited/observed

The school is located in a converted Victorian town house in a largely residential area of Cambridge, close to shops, cafés and restaurants and a few minutes' walk from the railway station and the city centre. The ground floor contains a reception area, an office and two classrooms. At the back of the building is a coffee room with drinks facilities, a room normally used as a student social area, occasionally used as a classroom, and behind this is the students' room conservatory. There is a basement with one classroom and the teachers' room. The first floor has three classrooms, and there are another three classrooms on the second floor. On the top floor of the building is the computer room in a converted loft. Behind the school there is a paved garden, a decking area with a number of benches and chairs, and a bicycle storage area. At the bottom of the garden is another classroom and a storage room.

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general and intensive courses in English to adults (16+). LSI Cambridge also offers examination preparation courses and, if there is sufficient demand, an afternoon business course. Some students take group courses combined with one-to-one lessons. The school offers closed group courses to young learners (12- to 17-year-olds) throughout the year and open enrolment classes to young learners of the same age range in January and February and in the summer. Nine- to 11-year-olds are also accepted as day students during the summer.

Management profile

The principal with oversight of all school operations is the alternate safeguarding lead (ADSL). The senior teacher manages the academic programme supported by a senior colleague from LSI London. The senior teacher is the designated safeguarding lead (DSL). There is also an administration and finance manager.

Accommodation profile

The school works with around 40 active hosts to offer homestay accommodation. Nearly all of them take under 18s. The school owns and uses a residence with 12 rooms exclusively for adults (18+). In the summer under 18s use the residences of Abbey College where the young learner courses (9 to 17 year-olds) are based.

Summary of inspection findings

Management

The provision does not meet the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's goals and values. However, the structure of the organisation is not sufficiently established or documented. Publicity contains a number of unsubstantiated claims

and does not include all required information. Student administration is carried out efficiently and effectively. Student administration is an area of strength. There is a need for improvement in Strategic and quality management and Publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation, although some health and safety measures are inadequate. 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 students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team does not have a professional profile appropriate to the context. Learner management and support is effective, but course design is insufficiently planned for short courses and there are no appropriate course review processes in place. Teachers receive good support. The teaching observed met the requirements of the Scheme.

There is a need for improvement in *Academic staff profile* and *Course design*.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with appropriate pastoral care. The school offers appropriate homestay and residential accommodation, which is generally well managed. The leisure programme is designed to meet the needs of the students.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy and related policies. Although staff are generally trained effectively to implement the policy, the reference form used for staff did not clearly ask about their suitability to work with under 18s.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Need for improvement
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.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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

M2 The school's objectives are explicit and in writing, but there is no evidence of steps needed to be taken or time frames.

M3 The structure of the ELT operation is not sufficiently documented and does not include reference to cover and support roles. Levels of management staff in the summer are insufficient.

M4 There are very good channels of communication that work well both informally and formally within the school and the wider LSI group.

M6 Formal staff feedback is limited and is not systematically recorded.

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 ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 There is no job description or documentation outlining the role of support for the senior teacher.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 All staff are very helpful and courteous to agents, group leaders, and students, as evidenced in comments in questionnaires and in all focus groups.

M15 Students, parents and agents receive very clear, comprehensive and timely advice from central marketing and local staff when needed.

M18 Attendance procedures are clear, known to staff and students, rigorously implemented, particularly in the case of under 18s.

Publicity	Need for improvement
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity includes the general group website with a section on Cambridge, a general prospectus, a prices and dates document, and Cambridge-specific and accommodation mini-brochures. The website is the main medium of publicity.

M21 The description of the leisure programme is not accurate, and states that activities are all led by teachers when they are not. There are unsubstantiated claims that the school is 'the best value language school' and that it is 'state of the art'. The website says that students can have a weekly meeting with the director of studies, but such an opportunity does not exist. All of the points above were rectified shortly after the inspection and are no longer points to be addressed. However, the website's claim that 'LSI Language Centres are fully equipped with up-to-date materials and resources' is inaccurate.

M25 Publicity does not include information about the level of care and support given to students under 18.

M26 The website claims that all homestays are within a 30-minute journey of the school when this is not the case. Publicity shows a photo of a room in a residence with shower when not all rooms have one. In the Cambridge accommodation brochure, Abbey College residence is advertised for 16—17 year olds when it is available to a wider age range.

M27 Teachers are described as fully qualified, but this does not match the profile of the teaching team.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 At the time of the inspection, the side gate leading from the front of the building to the garden and subsequent access to the school building was not locked. A fire exit door was jammed shut. Many fire doors in the building were propped open. All of these issues were resolved during the inspection and are no longer points to be addressed. There is no fire risk assessment for the main school premises. There is no premises risk assessment for the summer premises at Abbey College. There is no evidence of fire drills being carried out in the residence.

Learning resources	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this area are fully met.

Teaching and learning

Academic staff profile	Need for improvement
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the school's context. While the profile of the teaching team is appropriate, there is no member of the academic management team with the required level of qualifications or experience, and measures to support them are inadequately planned or formalised. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T9 Not all teachers are observed once a year by a TEFLQ academic manager.

Course design and implementation	Need for improvement
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 Course design is appropriate for adult students and young learner summer courses. Closed group short course programmes are partly based on needs analyses, but there is insufficient guidance for teachers on how to structure these.

T12 Courses and the social programme cover a good number of channels through which students can learn English outside the classroom. These include a Study club and a Job club for adult students, and the integration of the local environment with course content for closed group and junior classes.

T13 There is insufficient evidence of the review, planning and implementation of course design.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	Four
Number of observations	Four
Parts of programme(s) observed	General English (adults), closed group class (under 18s)

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 In the majority of cases, examples and explanations were relevant, concise and memorable, and student understanding was effectively checked. In stronger segments, support for pronunciation was provided by phonemic script and stress marks.

T20 Nearly all lesson plans identified differing learning needs and demonstrated a strong awareness of student backgrounds and how to accommodate them. All teachers showed sensitivity to learners' pace of learning and need for further practice.

T21 The intended learning outcomes of lessons were made known to students in all classes, and there was a clear link between learning outcomes and activities.

T22 All teachers used a good range of techniques with confidence. Activities were very effectively set up to present and practise language and to develop skills. Instructions were consistently clear and checked.

T23 There was effective use of a range of resources including examples of exceptional board work in some cases. Technology was used effectively.

T24 The majority of teachers made confident use of a range of correction techniques including on the spot, delayed, peer and self-correction. In the stronger segments observed correction was very useful, meaningful and tuned into the needs of the learners.

T25 Nearly all lessons included reflection or activities linked to previous learning and students demonstrated an awareness of what they had learned previously. In a minority of cases, there were good examples of students being made aware of how their learning would be assessed.

T26 All teachers demonstrated a strong awareness of students' specific needs and interests. There was excellent rapport throughout, and students were highly engaged.

Welfare and student services

Care of students	Met
W1 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
W2 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

W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W3 Tolerance and respect are promoted by all staff and throughout courses starting with student inductions. The school has a diversity and inclusivity policy, and all students sign a code of conduct that clearly states what constitute positive and unacceptable behaviours.	
Accommodation (W7–W18 as applicable)	
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W10 Students receive detailed personalised information about their accommodation, which includes a detailed pen portrait of the hosts and travel arrangements to the school.	
Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this sub-section are fully met.	
Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
W17 Although the school has a document about the implications of living in rented accommodation, this was not being used to advise students at the time of the inspection.	
Leisure opportunities	
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met

W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a
Comments	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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 on adult courses throughout the year. Closed groups are also accepted for 12 to 17 year-olds outside the summer in the main school. In the summer 9 to 17 year-olds study at Abbey College, Cambridge, with most in residential accommodation and a few in homestays. There were eight under 18s in the school at the time of the inspection. This number climbs to around 130 in the summer.

S3 The parental consent forms used for 16 and 17 year-olds on adult courses and closed group students are satisfactory. The school has not yet finalised the parental consent forms for other age ranges accepted on summer courses.

S4 Recruitment procedures are generally appropriate; however, the references form used for staff did not clearly ask about their suitability to work with under 18s.

S6 Arrangements for supervision outside scheduled activities are appropriate for under 18s studying at the main school on both general English and closed group courses. The arrangements for under 18s on the junior summer programme are currently unavailable.

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	1994
Last full inspection	2022
Subsequent checks/visits (if applicable)	2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	LSI Brighton, LSI London Central
Other related non-accredited schools/centres/affiliates	English language schools in USA, Canada, Australia and New Zealand. Language schools for French in France and German in Switzerland

Private sector

Date of foundation	1965
Ownership	Name of company: LSI Education Company number: 846983
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	Abbey College, Purbeck Road, Cambridge, CB2 8EB. In the summer, the junior courses are run at the Abbey College Campus, a purpose-built, modern campus situated about a 25-minute walk from the city centre. The student residence, lecture blocks and a large canteen are all in close proximity.

Student profile	At inspection	Estimate at peak
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	16	30
Full-time ELT (15+ hours per week) aged 16–17 years	7	30
Full-time ELT (15+ hours per week) aged under 16	1	100
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	24	160
Adult programmes: advertised minimum age	16	0
Adult programmes: typical age range	18–30	16–30
Adult programmes: typical length of stay	4–8 weeks	2–4 weeks
Adult programmes: predominant nationalities	Danish	French, German, Turkey, Brazilian, Argentinian
Junior programmes: advertised minimum age	0	9 (with group only)
Junior programmes: advertised maximum age	0	17
Junior programmes: typical length of stay	0	2
Junior programmes: predominant nationalities	0	Turkish, Argentinian, Chilean, Israeli, Brazilian,

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	11
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	0
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	1

Comments

A rationale was provided for the academic manager but was not accepted on the basis of insufficient details of formal documented support in place from a TEFLQ colleague.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	2
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	4

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	5	8
Private home	0	0
Home tuition	0	0
Residential	5	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	6	0
Overall totals adults/under 18s	16	8
Overall total adults + under 18s	24	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in Management, P1, Teaching and learning Welfare and student services and Safeguarding under 18s have been addressed.
