

Organisation name	The New School of English, Cambridge
Inspection date	11 - 13 June 2013

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

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited The New School of English, Cambridge in June 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language school offers courses in general and professional English for adults (16+) and closed groups of adults (16+).

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

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

Organisation profile

Inspection history	Dates/details
First inspection	1985
Last full inspection	June 2009
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 schools/affiliates	None
Other related non-accredited activities (in brief)	None

Private Sector

Date of foundation	1962
Ownership	Limited company, owned by the three directors.
Other accreditation/inspection	N/a

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
52 Bateman Street Cambridge CB2 1LR	The Courtyard, George VI Street Cambridge CB2 1HH. Perse Girls' School Union Road Cambridge CB2 1HF. The Cambridge Centre for Sixth Form Studies (CCSS), 4 Bene't Place Lensfield Road Cambridge CB2 1EL	N/a

Comments (including details of any additional sites used but not inspected)

The main school premises, a three-storey Victorian house plus basement, is in a quiet street near shops and the station. It is held on a long lease from a Cambridge college. There are eight classrooms of various sizes, offices, a staff room, student common room and self-access centre. A pleasant paved outdoor area extends to the rear.

The school has recently acquired the lease to The Courtyard, two-story former stables nearby. This was previously used by a small independent English language school and has educational planning consent. When refurbishment is complete, it will provide three additional classrooms and a small relaxation area. The school plans to use these extra rooms year round, mainly for specialist courses and closed groups. From the evidence seen on his site visit, the inspector was confident the new premises will provide an appropriate, safe and comfortable environment for students and staff.

Perse Girls' School and the CCSS provide the school with additional space at peak enrolment in July and August. As well as suitably equipped and smartly furnished classrooms, both premises provide student relaxation and refreshment facilities. The Perse Girls' School also has a large dining room, meeting hall and comfortable staff room.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
EFL/ESOL Students (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	48	200-230
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	13	10
Number on child visitor visas	0	0
Full-time ELT (15+ hours per week) 18 years and over	45	100
Part-time ELT 18 years and over	1	0
Under 16 years	0	0

Aged 16-17 years	2	100
Minimum age	16	16
Typical age range	19-23	16-19
Typical length of stay	3.4 weeks	3.7 weeks
Predominant nationalities	Italian, German, Belgian, UAE	Italian, Spanish, French, Swiss

Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	8	18
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	6	
Total number of additional support/ancillary staff	0	

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Most students study 15 hours of general English per week in the mornings and then may take various options in the afternoons. These include general language and examination skills, specific preparation for IELTS and the Cambridge exams, and 'English for Work'. 'English for Professionals' – ESP courses for individuals or small groups – is available on demand. Courses for closed groups are offered but none was running during this inspection.

Introduction

The New School of English offers courses in general English for adults. In 2012 it celebrated its 50th anniversary and is now one of only two independent accredited schools in Cambridge. Its three owner-directors, all former EFL teachers, are closely involved in the daily management of the school.

The school is relatively small, with typically 40 to 80 students outside the peak season of July and August. The involvement of the directors in its daily running results in a personal atmosphere. Staff turnover is low: the DoS and five of the teachers were employed at the time of the last inspection in 2009. Since then the directors have invested in the structure of the building, its general facilities and in new technology.

This inspection took two inspectors two and a half days. They interviewed the principal and the two other directors, the DoS, the accommodation and child protection officer, the registrar and the social activities organiser. They had meetings with a group of students and the teachers and sampled all the teaching. One inspector visited homestay and private home accommodation, and three of the residences in use at the time of the inspection. The other visited the school's new premises and the extra teaching accommodation it will use during the summer.

Management

Legal and statutory regulations

Criteria	See comments
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M1 Declaration of compliance	<input checked="" type="checkbox"/>
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Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M2 The management structure is very clear with photos of all staff in the reception area, and a 'Who's who' of different staff members with their areas of responsibility included in the student '1st Day Information Booklet'.

M3 Job descriptions are up to date, accurate and dated.

M4 Students and staff confirmed that communications at all levels are excellent. The directors and student support staff share desks and operate an 'open door' policy for anyone who wants to speak to them. Students have their teachers' school email addresses. Staff and student noticeboards are fresh and effectively used. There are minuted weekly teacher and administrative staff meetings and a whole staff meeting every year. A recent staff quiz 'How well do you know your company?' was used to ensure members were up to date with all aspects of the school.

M5 The school implements well-developed human resource policies. New staff go through a full and thorough interview process. All support staff including the cleaner and seven of the teachers have permanent contracts. The remainder have fixed-term contracts guaranteeing their agreed hours of work. There are no 'zero hour' contracts.

M6 Four of this criterion's five requirements were met on the pro-forma response sent to prospective employees, but the possibility of a CRB/DBS disclosure being required was not stated. However, the response template was updated satisfactorily during the course of the inspection and this criterion's requirements are now fully met.

M8 All new staff have a thorough induction against a checklist which is signed off when complete. It includes health and fire safety, child protection awareness and training in the use of technology.

M9 All staff have an annual appraisal with the principal which follows a well-documented procedure and includes self-assessment. There is also an annual 180° teacher/management appraisal. Fixed-term contracted staff have an 'exit interview' which is minuted. In addition, teachers have a one-to-one 'teacher performance review' with the director of studies (DoS) three times a year, which seeks to encourage good performance and identify areas for further development.

M10 Appraisals are used to identify training needs. A very good teacher development programme is operated (see T11 below) and student support staff are given specific training to enhance their work, for example training in the school's computer software, attendance at the English UK welfare officers' course and providing the sales and marketing executive with materials to develop his foreign language skills.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

M11 As a result of working closely together, the accommodation officer, principal and other two co-directors can support the registrar at busy times. The school makes efficient use of a computer software system, which the directors and support staff can access equally from the school or their homes.

M14 Details of students' local addresses and next of kin are collected on arrival and kept up to date. Individuals' records also include welfare and academic information such as courses followed, books used and test scores. Teachers and support staff have controlled access to relevant areas of the school's database.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M18 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M19 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M18 There are regular reviews of systems, processes and practices with a view to continuing improvement. Student feedback and any complaints are analysed and passed on to relevant staff. At the end of September, which marks the end of its year, the progress of the school in terms of student numbers and nationalities, targets met, student feedback, 'what worked' and plans for the future are discussed at a meeting with the teachers, principal and DoS. Course design and content is discussed and a report on the recent summer course is included. Leaving teachers have exit interviews where they are encouraged to comment and suggest improvements.

M19 As well as an initial feedback questionnaire, students have ample opportunities for contact with the DoS and the principal in their first days. These include tea, biscuits and conversation with the principal on Monday afternoons, an interview with the DoS or principal at the start of the second week and an early tutorial with their class teacher. Although relatively few initial questionnaires are returned, probably because of the many other formal and informal invitations to provide feedback, about 80 percent of exit questionnaires are returned. There was evidence that all returned questionnaires are read and that any issues raised are responded to. The school's stated policy is to view any negative comment or complaint feedback positively as an opportunity for improvement. The minutes of weekly administrative staff meetings list any negative feedback and the action taken. All the student questionnaires sampled were overwhelmingly positive.

M20 The system of regular appraisals, teacher performance reviews and the weekly minuted staff meetings provide ample opportunities for staff to provide feedback. At their meeting with the inspectors, the teachers gave several examples of their suggestions being implemented.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M25 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M22 The school's brochure is brief but provides the basic facts clearly and accurately. The website gives more detail and is well-designed and easily navigable. Translations in ten languages are available.

M23 The students the inspectors spoke to confirmed that the school's publicity was accurate and raised realistic expectations. The school premises, services and resources are fairly described and the photographs of students and staff are genuine and typical. The fact that additional premises may be used in the summer is made clear.

M26 All school and accommodation costs are clearly explained and there is a 'Budgeting' page on the website that presents typical costs of fares, simple food and drink, a cinema ticket, a sim card etc.

M29 The current and previous months' social programmes are easily accessible on the website, including costs.

M31 The accreditation marque is used correctly on the website, the school's external signage and on general stationery. However, the words "Accredited by" were inadvertently omitted from the brochure cover. The school was aware of this and said the mistake will be corrected on the next print run.

Management summary

The provision meets the section standard and exceeds it in some areas. There are strengths in the areas of staff management and quality assurance. The school is thoughtfully managed to the benefit of its students and its publicity is accurate and raises realistic expectations.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Some of the classrooms are too small for the maximum class size of fourteen but these are allocated to smaller classes. Generally, there is some shortage of space but good use is made of what exists. The new Courtyard premises nearby will add usefully to the available space.

R3 All classrooms are furnished with tables.

R4 The student common room is simply but comfortably furnished. There is a kitchenette for drinks and snacks, a TV, Wi-Fi and computers for students to use, and table tennis on the patio to the rear.

R5 Attractive, well-maintained noticeboards provide students and staff with a range of useful, up-to-date information. Floor plans are displayed on each floor.

R6 The staffroom has ample room for eight or nine teachers. There is a photocopier, computer, printer and tea and coffee making facilities. In summer an additional classroom on the top floor is provided for the teachers' use.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is a very good stock of up to date learning materials in the staff room, appropriate for the courses and the age of students. Classes do not adopt a single course book: teachers are encouraged to 'cherry pick' from the good stock available. This seems a sensible policy but does raise the question of whether CLA copying limits are likely to be exceeded. To guard against this, the school has taken a number of measures. The CLA limits are clearly explained and prominently displayed. The DoS monitors the number of copies each teacher makes and intervenes if necessary. Each student is given a book voucher, often to be used to buy a grammar and vocabulary practice book from the local EFL book shop. 'A CPD session on 'Paper-free lessons' made the point that hand-outs should be kept to a minimum. The teacher using the least amount of paper won a reward.

R8 The teachers praised the range, availability and variety of materials, which also include methodology books and some worksheets for local Cambridge-based activities. Useful websites are displayed on the staff whiteboard. An inventory of materials on the staffroom computer facilitates access.

R9 Teachers and students have good access to technology inside the classrooms and elsewhere. There are three interactive whiteboards with a fourth on order for the Courtyard, and further provision planned. (See also T8 below.) All classrooms have good quality CD players. For technical support a technician is on call. Students can use computers in the common room and also have Wi-Fi access to the internet, and there is a self-access centre.

R10 The self-access centre, with fourteen computers, has recently been updated. Teachers are encouraged to book it for class use to familiarise students with its range of possibilities: listening, pronunciation practice, exam practice, speaking practice and work on grammar and vocabulary. There is also a small library which includes graded readers, which students are trusted to sign out and return.

R11 The DoS is regularly available in the self-access centre twice a week at lunchtimes, and the principal once, to give students guidance in its use. This close involvement in the centre's running by the school's managers provides them with regular contact with students and direct experience of how the centre is being used and by whom.

Teachers are encouraged to refer individual students there for advice.

R12 There is an annual budget for updating and expanding the school's learning resources, and evidence of its implementation. New course and skills books and software are regularly added to the stock. One teacher has been given responsibility for maintaining and updating the school's resources. The teachers and the DoS separately confirmed they had never experienced any reasonable request for additional materials being refused.

Resources and environment summary

The provision meets the section standard and in some areas exceeds it. The main school building offers a comfortable professional environment for students and staff, and additional suitable space will soon be available in the recently acquired premises at the Courtyard. The school's learning resources support and enhance the studies of the students enrolled and represent a strength.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	4
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	2
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	9

These figures include the academic manager(s)

Comments

None.

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T2 Four of the eight teachers teaching during this inspection and the DoS were TEFLQ. So is the principal. All had worked for the school for several years. This good standard of qualifications and experience is maintained in the peak summer period. In July 2012, sixteen teachers were employed of whom seven were TEFLQ and nine were TEFLI. About 75 percent were returners from previous years, although that figure varies from summer to summer.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Teachers are thoughtfully deployed. They generally share morning classes, with a TEFLQ and a TEFLI teacher paired. Academic English for IELTS and CPE preparation classes are taught by TEFLQ teachers. Teachers with commercial experience are used for ESP and 'English for Work'.

T8 At the teachers' request, classes change to a new classroom every week. This not only ensures that all classes regularly have access to the school's interactive whiteboards but also provides some longer-stay students with a welcome stimulus.

T10 Considerable attention and thought has been paid to the implications of continuous enrolment. The school has adopted a flexible modular approach to its course structure and syllabus, which is described in some detail in the *Guidelines for teaching staff* handbook. The school's year is divided into four notional terms but each individual week of a course is designed to provide a complete module to ensure that students are able to benefit from their stay at the school, regardless of start and finish dates and length of stay. The weekly module is designed by the two class teachers in consultation, and is based on a *Syllabus Reference List* for that level. No single coursebook is followed. The weekly plan for morning lessons runs from Tuesday to Tuesday, when any new students join the class after being placement-tested on the Monday while the students continuing have their progress check and tutorials followed by a 'focused learning class' which completes the weekly module with concentration on a particular skill.

T11 Every month there is a teacher development session on Friday afternoons, the subjects are selected from mid-course review interviews, observations and teachers' requests. About two thirds are teacher-initiated, and they are paid to lead sessions. In summer, the content of the CPD sessions is more practical to support the temporary teachers. There is also an excellent teachers' handbook, *Guidelines for teaching staff*. Teachers are encouraged to attend external events and their expenses are paid. The DoS is an active member of the Cambridge DoS's association. In recent years two teachers have been supported with finance and time to complete MA TESOLs.

T12 All teachers are observed by the DoS, principal or a senior TEFLQ teacher each autumn, winter and spring term and receive oral and written feedback. Temporary teachers in the summer are observed in their second week. The permanent teachers had all also participated in peer observations in the last year and several teachers have tried self-observation using audio or video recording. The observation notes that the inspectors sampled consistently focused on relevant criteria including the development of learner autonomy, and showed attention paid to the points raised in the last British Council inspection report.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 Course design, which is broadly based on a communicative and lexical approach, is stated in some detail in the *Guidelines for teaching staff*. This thoughtful document also explains the implications of the modular approach and the importance of the *Syllabus Reference List*, tutorials and regular progress testing.

T14 Two teachers share each class. Together they review the content of the week's module every Friday and then plan the next week's work. Because no particular coursebook is used, the module's content is tailored to the needs of the particular class, informed by tests and feedback from tutorials with the teacher, the DoS or the principal. Underlying this weekly plan is the basic course structure set out in the *Guidelines for teaching staff* and informed by the *Syllabus Reference List*.

T15 The school's publicity, the student handbook and information at induction provide students with a general outline of their course. However, the responsive nature of its design means that a detailed published course description is not feasible. Therefore, the two class teachers together produce a plan for the following week's work and post it on the classroom wall.

T16 The *Guidelines for teaching staff* and the *Syllabus Reference List* for every level provide a coherent course structure for each 12-week term. At their weekly planning meeting on Fridays, the paired class teachers set out the detailed content of the coming week's work based on the syllabus and the needs of the particular class. The inspectors considered the school's approach to designing the structure and content of courses to be a strength.

T17 The school clearly attaches importance to developing learner autonomy. The *Guidelines for teaching staff* and the student handbook both devote several pages to the subject. Students are given a coloured phonemic chart as part of their 'welcome pack', sets of dictionaries in every classroom, time allocated to exploring the self-access centre and the provision of web-links for independent study. Teacher observation notes and what the inspectors observed in class confirmed that this is one area where the school is particularly strong.

T18 A number of events in the social programme – for instance a weekly 'Tea and conversation' party which the principal attends – promote the development of students' language skills outside the classroom, and the teachers' and student handbooks emphasise the importance of this. Teachers also occasionally take their classes out on field trips. However, the inclusion of strategies to ensure that students can develop their language skills outside the classroom could be approached more systematically.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T21 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T19 Placement testing is thorough and is usually conducted by the DoS. It includes a listening test, a piece of writing, a multiple choice grammar and vocabulary test, and a speaking test which is often conducted in pairs. Teachers said they found the testing reliable: only very rarely did students need to be moved.

T20 A weekly progress check based on the previous week's work and devised by the first-lesson teacher takes place every Monday. This may take the form of a role play, presentation, piece of writing, vocabulary test etc, and the results are kept on individual students' profile cards, which are kept in the class register and follow them through

the school. While the test is under way, students may be withdrawn for individual tutorials with their teacher, a record of which is added to the profile card. Tutorials follow a template. Long-stay students have regular tutorials and all have at least one, even if staying for just a few weeks.

T21 Examination candidates have a one-to-one meeting with the DoS or principal at the start of their course and receive advice on their choice of exam. They may also be given 'barrier tests' for some exams and a chance to discuss the results.

T23 All students receive certificates of attendance stating the level of their class. Students staying for four weeks or more receive a written report and others may request one.

T24 Only a few students progress to mainstream UK education but help and guidance is provided when needed.

Classroom observation record

Number of teachers seen	7
Number of observations	11
Parts of programme(s) observed	General English, IELTS preparation, English for Work, one-to-one.
Comments	None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					

T25 Lessons had been effectively selected and planned to achieve relevant realistic aims.

T26 Teachers had prepared logical and varied sequences of purposeful activities.

T27 A variety of teaching activities was observed including matching exercises, pre-reading and listening tasks, and information-gap work in pairs and groups, often resulting in genuine communication. Effective controlled practice of pronunciation was observed and good use of the phonemic alphabet and other techniques to promote learner autonomy.

T28 Although a few examples of rather scrappy boardwork were seen, boards were generally used competently and with purposeful use of colour. The interactive whiteboards and audio players were well managed. Hand-outs were well-selected and exploited, and were used with restraint.

T29 A good knowledge of the linguistic systems of English was in evidence, especially in the area of pronunciation. However, one or two teachers did not appear to grade their language with care, perhaps not fully appreciating their own importance as language models.

T30 Feedback and correction was appropriate and effective. Although a few teachers failed to intervene when correction would have been helpful, most were alert and sensitive to their students' errors. Praise was given only where praise was due, self and peer assessment and correction were encouraged, and good models of correct language were provided.

T31 Teachers gave clear instructions and students understood what they were required to do.

T32 In all classes there was a positive purposeful learning atmosphere and good rapport between teachers and students.

Classroom observation summary

The teaching observed was of a good or very good standard in every case and generally exceeded the requirements of the Scheme. Lesson content was relevant to students' needs and lessons were well planned. Students benefited from the experience of teachers who used a variety of techniques, were able to anticipate areas of difficulty and to develop general rules from individual examples. Resources were managed effectively. There were several examples of good work on pronunciation and of learner training, and correction and feedback was

handled sensitively and well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. The teachers are well qualified and experienced. They receive a very good level of support from the school's management to ensure their teaching meets the needs of their students, and also their own developmental requirements. Academic management, course design and implementation and learner management are areas of strength, and the teaching observed generally exceeded the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W2 Students have access to a range of staff that provide appropriate pastoral care. The principal is a trained and qualified counsellor. The activities organiser maintains an open door policy and provides a wide range of practical advice and guidance covering many aspects of students' free time.

W3 Students receive help and pastoral care as needed from the principal, the activities organiser, the accommodation officer or their teachers. At induction, students are given names of people to contact and 'Who's who?' information.

Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay	17	2	2
Private home	8		1
Home tuition			
Residential (student houses, halls or hostels)	17		3
Hotel/guesthouse			
Independent self-catering			
Arranged by student/family/guardian –			
Students own arrangements	4		

Comments

One inspector visited two homestays used by the school and one private home. He also visited Tripos Court, the

privately managed and run hall of residence, where the school has the use of eighteen rooms on three floors. The school employs its own on-site warden who deals with any issues the students raise. The inspector also visited two school-run residences. These are managed by one of the directors as a key part of her responsibilities.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All residence

W9 Both homestays visited provided an impressive range of services and support for students, including time spent during evening meal times with opportunities for students to practise new vocabulary or grammar learned at school. Bedrooms and study areas were very spacious and included the provision of en suite facilities.

W11 The practice of visiting homestays prior to any student placement as a matter of course often means that hosts are visited more frequently than every two years.

Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 All wardens on site at the residences are first aid trained, and a comprehensive range of health related information is provided on-site.

Accommodation: other

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

W26 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W28 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W27 The school employs a full-time year round permanent activities organiser who runs a range of weekly activities for students. She responds to students' interests and needs. There are many events noticeboards displayed at key points in the school, including the student common room, and, alongside the pro-active work of the activities organiser, this means students are kept very well informed of events and activities in and around Cambridge.

W28 Students are very appreciative of the wide range and variety of activities offered by the school. The leisure programme is imaginative, runs throughout the whole school year and is varied according to the season.

W29 Comprehensive risk assessments are undertaken for all off-site activities and practical advice is provided for anyone accompanying activities.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W31 All under-18s are accommodated in homestays, and provided with half board. Parents and legal guardians are informed in writing of this practice.

W33 Supervision ratios on all activities are 1:20 or 1:15.

W36 All hosts visited were clearly aware of rules pertaining to under-18s, and there are clear procedures in place to ensure these are clearly communicated to all hosts.

Welfare and student services summary

The provision meets and sometimes exceeds the section standard. The needs of students for security and information are well met by school staff and management. The pastoral care provision is appropriate for the needs of the students. Any students under the age of 18 are given clear rules and information which seek to ensure their safety and care. Homestay and residential accommodation provision is of good quality, and is well managed to the

benefit of students. Leisure opportunities are an area of strength.
