

Organisation name	OISE Cambridge
Inspection date	20–21 April 2016

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in publicity and safer recruitment (C4) have been addressed.

### Summary statement

The British Council inspected and accredited OISE Cambridge in April 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of premises and facilities, learning resources, academic management, learner management, teaching, accommodation and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1996
Last full inspection	July 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	OISE schools in Bristol, London and Oxford
Other related non-accredited schools/centres/affiliates	OISE school in Boston (USA)

## Private sector

Date of foundation	1990
Ownership	Limited company: OISE Ltd. Registered Company No. 1322002
Other accreditation/inspection	N/a

## Premises profile

Address of main site	81–85 Hills Road, Cambridge CB2 1PG
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The premises consist of three Victorian terraced houses on a main road approximately one mile from the city centre, and five minutes' walk from Cambridge station. The buildings have been internally rebuilt and refurbished to provide a purpose-designed learning environment. The ground floor houses the student lounges, the self-access centre, and the reception/administration offices. The lower-ground floor has the teachers' room, a resources room, a debating room, and a large classroom. The first and second floors contain a mixture of small-group rooms, one-to-one rooms, and larger classrooms. Overall there are 21 teaching rooms. There is a disabled toilet on the ground floor, and male and female toilets on the lower-ground floor. Behind the school there is a paved garden and seating area.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	9	50
Full-time ELT (15+ hours per week) aged 16–17 years	0	10
Full-time ELT (15+ hours per week) aged under 16	0	0
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
<b>Overall total</b> ELT/ESOL students shown above	9	60
Minimum age	18+	16
Typical age range	18–52	16–50
Typical length of stay	1 week	2 weeks
Predominant nationalities	None	French, German, Italian
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	0	10

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	7	30
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	2	

### Academic staff qualifications to teach ELT/ESOL

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Total number of teachers</b>
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>7</b>

These figures include the academic manager(s)

### Comments

The director of studies and the academic advisor both have a timetabled teaching commitment.

### Course profile

<b>Eligible activities</b>	<b>Year round</b>		<b>Vacation</b>		<b>Other - N/a</b>	
	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 (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<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 (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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

Students aged 16–17 are enrolled on adult courses. Approximately 25% of students enrol for a general English programme, and 75% require an element of ESP (business English). Courses consist of small-group work (maximum 4 students) and/or one-to-one sessions, with a small number of optional larger-group sessions. About 50% of students include one-to-one in their programme, and some have exclusively one-to-one.

## Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	9	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	0
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	0	0
<b>Overall totals adults/under 18s</b>		
	9	0
<b>Overall total adults + under 18s</b>	9	

## Introduction

The school is part of the OISE group, which has a central management team and a number of systems that are common to all the schools in the group. Most of the publicity is produced centrally, and a proportion of the bookings come through the central bookings team; there is a company-wide administrative database. Courses follow a centrally-defined structure. However, the school retains a distinctive identity, and has autonomy in a number of respects, managing its own budgets, recruiting many of its own students, and (in conjunction with the OISE schools in Oxford, London and Boston [USA]) producing some of its own publicity.

During the academic year most students are aged 23+, and the programme of the school is built around intensive study in small groups (maximum 4). Many students follow part (or all) of their programme on a one-to-one basis and programmes may include up to 37.5 hours of tuition a week. In the summer period, the number of younger students increases (minimum age 16), but the focus remains on intensive study in small groups.

The core staffing of the school has been stable since the last inspection. One new teacher has been recruited, and a new director of studies (formerly a teacher at the school) was appointed in August 2015. However, the client services officer, in charge of student accommodation and involved in student welfare, left at short notice a week before the inspection, and her duties were being covered on a temporary basis by the principal.

The inspection lasted two days. During this time the inspectors had meetings with the principal, the director of studies, the business development manager, and the academic advisor. Meetings were also held with a group of students, and with the teachers. All teachers working during the time of the inspection were observed, and one inspector visited three homestay providers and one executive apartment.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

## Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 There is a clear management structure within the school. Cover and continuity are ensured by the sharing of roles and close liaison between post-holders.

M4 The school is characterised by an open and friendly relationship between all managers and staff. Informal channels of communication work very well and are appropriate for a school of this size. The principal and the director of studies are proactive in ensuring their availability to staff and students. Communication within the larger organisation is aided by regular meetings of principals, and of academic managers.

M6 Qualifications are verified, but there were no references on file for teachers, including one appointed within the past two years.

M7 There are thorough induction procedures, involving both the local school and the head office. Teachers are given a 'buddy' and there is extensive documentation available to support and guide new appointees.

M8 Company policy is for staff to be appraised at least once a year. There was evidence of appraisals for teachers.

M9 Teachers have regular 'sharing of best practice' meetings, and training is provided for non-tutorial staff on a needs basis.

## Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

M10 Students commented on the friendly and approachable way in which staff dealt with their queries and problems. Because of the close working relationship between members of the team, they are able to cover easily for one another. Extra staffing is provided at peak times.

M11 Enquiries to the school receive a full personalised response within three hours. The business development manager is available in the school to discuss options for amending a student's programme during the course. The close personal engagement of the staff with the needs of individual students is a significant feature of the school.

M14 There are effective systems for monitoring attendance, and for following up any absences. Student attendance is consistently high, and unauthorised absence is not a major issue in the school.

## Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

M16 An action plan was submitted. Almost all the points to be addressed from the previous inspection had been dealt with, but there is still an issue with the number of fire drills (W1).

M18 Students complete an initial and end-of-course questionnaire. These are reviewed and action taken is noted on the form. There is no systematic collation of the data or analysis of trends.

#### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

Publicity consists of a website, a centrally-produced brochure, and a leaflet produced by the OISE schools in Cambridge, London, and Oxford (as well as the OISE school in Boston, USA). The brochure can be accessed by, or downloaded from the website. Neither the website nor the brochure contains detailed information about the provision. The leaflet provides more information, but there is no reference to it on the website and it can only be obtained as the result of a direct enquiry to the individual schools that produced it.

M21 The language of the schools-produced leaflet and of the website is generally accessible and accurate, though there are some instances of 'purple prose' in the descriptions of Cambridge on the website. However, the brochure that can be downloaded from the website is written in a florid style that is completely inaccessible to a reader looking for information, and contains a number of oddities of expression.

M22 Realistic expectations are established by the schools-produced leaflet, but the brochure available on the website creates an unrealistic impression of the nature of the learning experience at the school and the results that can be achieved.

M23 No information is provided about the level of English a student should have before attending the school.

M24 No information is provided on the website about the minimum age for students. On the price list of the downloadable brochure, the minimum age is given as 17. The leaflet produced by the schools shows the minimum age as 16.

M25 No information is provided about the availability of weekend excursions as part of the leisure programme, and the associated costs; in the schools-produced leaflet there is no information about examination fees.

M26 The leaflet does not make it clear that residential accommodation in Cambridge is only available in the summer.

M27 See the comments under M25.

M29 The schools-produced leaflet shows the British Council logo instead of the Accreditation Scheme marque. The website claims that 'OISE Masterclass is accredited by the British Council', whereas accreditation is of a specific school. Membership of English UK is listed on the website under 'Our Accreditations'.

#### Management summary

The provision meets the section standard. The management of the school operates to the benefit of its students but there are serious weaknesses in both the website and the centrally-produced brochure. There is a need for improvement in *Publicity*.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The school provides custom-designed classrooms for one-to-one and small group classes, as well as conveniently-located and good-sized offices. There is a spacious self-access centre and a garden.

R2 The premises are decorated and furnished throughout to a high standard, and are kept immaculately clean.

R3 Classrooms are specifically designed to suit the teaching/learning context. There are comfortable one-to-one rooms, rooms for group work (maximum four students), which offer fixed work tables and circulation/mingling space, larger group rooms for timetabled large-group sessions, and a specially designed debating room. All are equipped and furnished to a high standard.

R4 Two adjoining student lounges provide a comfortable and congenial area for students to relax. Complimentary coffee and tea are available during break times. There are a number of nearby food outlets.

R5 Signage and display are uncluttered, attractive, and effective.

R6 The staffroom offers good space for relaxation and the preparation of materials, and there are separate facilities for the preparation of hot drinks. Lockers are provided for all staff.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R9 The school is very well equipped in terms of learning technology. All group-teaching rooms have data projectors (though the screens in use are not fully effective in bright conditions); in addition, there are tablet computers and CD players available for use in one-to-one classes. The self-access centre (SAC) has 10 new computers and a printer. All the equipment is maintained to a good standard, and training is available for staff.

R10 Self-access facilities are of a high standard. The SAC is a spacious room, equipped with comfortable seating and work areas. As well as the computers (see R9), the facilities include a recently expanded range of graded readers, a wide selection of dictionaries and reference books, and a large collection of fiction and non-fiction works in English. An exemplary feature is the installation of a number of European two-pin sockets for students to charge their own mobile devices.

R11 The director of studies and the academic advisor have their desks in the SAC and are therefore easily available to offer guidance and support. This is supplemented by guidance at induction, and by documentation – especially a list of recommended websites in electronic form, which is issued to all students on a USB memory stick.

R12 The review and development of resources is a key element in the job description of the director of studies, and there is clear evidence of work to categorise and make more accessible print and digital resources for both teachers and students. Ways of using online resources to support the planning and delivery of teaching have also been an important feature of recent development work, and there is real commitment to ensuring that resources are evaluated by both staff and students, and are developed to maximise the effectiveness of teaching and learning.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources are accessible and well organised, and the environment is professional and welcoming. These facilities enhance and support the learning of students enrolled with the school, and the work of the staff. *Premises and facilities* and *Learning resources* are areas of strength.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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"/>

### Comments

T4 The academic manager is TEFLQ with satisfactory experience to be in this role; the academic advisor is also TEFLQ. At the time of the inspection both were doing some teaching, in the former case approximately 8.5 hours per week, and in the latter approximately 15 hours per week.

### Academic management

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

### Comments

T6 Teachers are surveyed regularly to establish their preferences in terms of the levels and areas they should work in, and feedback from students, informal discussion, and appraisals are all taken into account in making decisions about deployment. Sharing of best practice sessions as part of the continuing professional development programme are seen as a way of developing expertise in different areas.

T7 At the time of the inspection student numbers were relatively low, but there was evidence that the complex job of timetabling the wide range of individual course structures available to students is well managed even at peak times. When younger students (especially under 18s) are enrolled, they are grouped together where possible, and follow a timetable with different break times from the more mature students.

T9 Considerable effort has been put into addressing the problems of longer-stay students within a continuous enrolment framework. Regular coaching sessions are carried out by the director of studies with long-term students (>4 weeks). These monitor the student's progress and identify areas where the student has gained confidence or where he or she needs further support. The details of these sessions are published online and are accessible to all teachers. The majority of the group lessons are skills based and are designed to meet the needs and abilities of the specific group (maximum 4) each week.

T11 Teachers are regularly observed, and the results feed into appraisals and the development of an action plan.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

T12 The course structure is deliberately compartmentalised with all sessions having a clearly labelled focus, usually in terms of a skill area. This principle is firmly established and well understood.

T13 The balance of skill areas within the programme is closely monitored, based on feedback from students and staff, and there was evidence of recent re-structuring in the light of this.

T14 Teachers put together a weekly programme of work to reflect the needs and interests of their group, and this is distributed to students by Tuesday of each week.

T15 There is some focus on study and learning strategies, particularly in the coaching sessions held with long-stay students. However, they do not appear as a curriculum or syllabus focus.

#### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T18 Students are made aware of their progress during the course by progress assessments, progress reports, or in short courses, by advice sessions to identify ways of meeting their specific targets.

T19 Examination guidance is a specific responsibility of the academic advisor, and he is readily available to students needing advice.

T21 All students receive a full, personalised report on their work and level at the end of their course, attractively presented.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Small-group work; one-to-one; large-group activities

#### Comments

All teachers working during the time of the inspection were observed

#### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

T24 All lesson plans examined and lesson segments observed showed clear awareness of the linguistic and functional needs of the students, and the content chosen was entirely appropriate to these.

T25 Aims were made clear to the students. Lessons were well staged, and activities were clearly linked to the overall aims.

T26 In many segments observed teachers made good use of a range of techniques, for example elicitation, critical concept checking and questioning, prompting, and giving clear examples. In some cases, there were missed opportunities for developing 'incidental' vocabulary that arose during the lesson, or for supporting pronunciation, for example by identifying stress. In the weaker segments observed there was an over-use of elicitation and insufficient time was allowed for students to contribute.

T27 Teachers made very good use of space, in several cases encouraging movement and mingling even in small-group classes. There was a good balance between individual and collaborative learning, and good use was made of visual prompts.

T28 There were examples of excellent corrective feedback and positive encouragement when students were having problems. Peer correction and feedback was also seen. However, in some segments observed, opportunities were missed to provide feedback, particularly in relation to pronunciation, and students were not supported or challenged to extend or reformulate their contributions.

T29 Most segments observed included tasks that allowed student performance to be evaluated. In some cases, teachers encouraged reflection as a central element of the lesson.

T30 There was a strong positive learning environment in all sessions observed. Teachers set up activities effectively, and were clearly engaged with the students, consistently using language appropriate to their level. This in turn meant that the students were engaged, and were clearly motivated to learn.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from satisfactory to excellent, with the majority being good. Planning was thorough and took full account of students' needs and interests. The delivery of the classes was effective overall, and classroom management was a strong feature. In general, feedback to students was handled well, and there was a positive atmosphere in all classes.

*Teaching* is an area of strength.

## Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given good support to ensure that their teaching meets the needs of their students.

Programmes of learning are managed for the clear benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Learner management, and Teaching* are areas of strength.

## Welfare and student services

### Care of students

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

## Comments

W1 The school makes good provision for the safety and security of its students. There is a coded entry system at the front door and staff offices in the reception area have glass-panelled walls so staff are very aware of who is entering and leaving the building. However, despite this being raised as a point to be addressed at the last inspection, the school only conducts one fire drill per year, which is insufficient.

W2 All staff have a strong interest in, and a sense of responsibility for, the pastoral care of students. Students in the focus group spoke highly of the levels of care in the school. The principal is proactive in interacting with the students at breaks and the beginning and end of the day, and knows them all personally. There is also a weekly social event

for all students that is attended by staff, which adds to the strong sense of community.

W3 The school has a named accommodation and welfare officer. At the time of inspection this officer had just left the school and in the interim, the principal had assumed the role.

W4 The school has a written policy for dealing with abusive behaviour and this is available in the student handbook and on a memory stick given to students at induction. The school is also aware of its statutory responsibilities in relation to the Prevent strategy and good progress has been made in this area. A Prevent policy has been developed; the Prevent lead has undergone training and has made contact with the local police Prevent officer. Staff have been made aware of Prevent and the school has a strong values-based curriculum through which it incorporates awareness-raising of core British values.

W5 Student cards are not issued but the emergency number is given to students as part of the induction process and there are notices in the school to remind students. The emergency phone is shared between three members of staff.

W6 The school uses a trusted local taxi company for airport pick-ups. Their staff are all DBS checked.

W7 Students are given clear and appropriate advice in the student handbook and on a memory stick when they arrive. Appropriate notices are also displayed in the school.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers a range of accommodation including homestay, executive apartments arranged through an accommodation agency, and university residences during the summer period. It also recommends a number of local hotels, one of which is next door to the school. At the time of inspection, all students were in homestay accommodation. One inspector visited three homestay providers and one executive apartment. All three hosts were very welcoming and showed a good understanding of the needs of foreign students. All hosts had worked with the school for many years and were very complimentary about the level of care and responsibility that the school showed to its students. All accommodation visited was of a high standard and students in the focus group were very satisfied with their providers.

#### 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 All accommodation visited was of a high standard and facilities for the students were excellent.

W12 Paper registers were, on the whole, up to date but there were one or two gaps and not all information had been transferred to the electronic register on the school database.

W13 Students and hosts are provided with comprehensive information prior to arrival. Students are encouraged to email their hosts before they arrive and hosts are provided with a welcome letter to give to students on arrival.

W14 Early feedback forms showed evidence of quick responses to any accommodation queries.

W15 Students were very complimentary about the meals provided by their homestays.

#### Accommodation: homestay

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 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

None.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

Residences were not visited, as they were not in use during the inspection.

#### Accommodation: other

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

#### Comments

W24 Students have excellent support and guidance from the school for the booking of hotels and executive apartments.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W26 Noticeboards clearly display information about both the leisure programme and other cultural events in Cambridge and the surrounding area. The leisure programme organiser provides good help and advice to students. W27 Students are offered a minimum of three evening activities between Monday and Thursday and are accompanied by a member of staff. Activities range from the weekly get-together where new and old students can meet each other, to tenpin bowling and punting. A visit to a pub or club, or a meal in a restaurant is also advertised for a Friday and the school will book this if requested although staff do not attend. Weekend trips and tours are run by an external company.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for by all staff in the school and good information and support is provided. Homestay provision is of a high standard and the school is well respected by its hosts. The school provides a good leisure programme and students have excellent opportunities to make the most of their stay in Cambridge. *Accommodation* and *Leisure opportunities* are areas of strength.

#### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school has small numbers of 16 and 17 year-olds on their adult courses. There were no under 18s at the time of inspection.

C2 Staff are made aware during induction of the safeguarding policy and of their responsibilities relating to it.

Information is also provided in the staff handbook. Homestay hosts are given written information about hosting 16 and 17 year-olds. The named safeguarding lead had undertaken advanced safeguarding training.

C3 There is a 'Level of Care Statement for 16 and 17 year-old students' in the Policies section of the website but it is not easy to find. There are no details about supervision outside class times.

C4 The school has a safer recruitment policy but there were gaps in evidence to demonstrate that all references are followed up and no formal recruitment checklist to ensure that any gaps in CVs are queried during interview. All staff are DBS checked but there were some gaps in evidence of such checks and no systematic procedure for ensuring that checks are updated.

C5 Students are taught in very small groups in the school. This enables under 18s to be closely monitored during class time.

C6 Parents sign a letter of consent agreeing that their child will not be supervised when travelling to and from school and during breaks. However, there is no mechanism for informing adult students that there are under 18s in their group. This could lead to under 18s being invited to join inappropriate social activities organised by other students. Although homestay hosts are given information about the supervision of under 18s in their care, it was clear that one of the hosts visited had not enforced the required curfew for hosting an under 18.

#### Care of under 18s summary

The provision just meets the section standard. Although the school only recruits small numbers of 16 and 17 year-olds on adult courses, there are areas that need to be improved in care of under 18s. Publicity does not fully address the care of under 18s and recruitment processes need to be tightened up. Under 18s are not clearly identified in adult classes.

