

Organisation name	Regent Cambridge
Inspection date	2–3 August 2016

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"/>

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.

Summary statement

The British Council inspected and accredited Regent Cambridge in August 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 for details).

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

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic management, learner management, teaching and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	1989 (Cambridge School of English)
Last full inspection	August 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	Courses for teachers
Other related accredited schools/centres/affiliates	Regent Cambridge is part of Instill Education Ltd group. Other Regent branded schools are located in London, Brighton, Bournemouth, Oxford and Edinburgh.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1973
Ownership	Instill Education Ltd Company number: 01293463
Other accreditation/inspection	ISI

Premises profile

Address of main site	119 Mill Road, Cambridge CB1 2AZ
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 school is located in a nineteenth-century house close to the city centre and has a large modern extension. The most recent and very extensive refurbishment was completed in January 2016. On the ground floor there are reception and open administration areas and a teachers' room. Steps lead down to a café and student lounge with comfortable seating and access to an enclosed patio garden. On the first and second floors there are twelve classrooms and a reading lounge. There is also a lecture theatre/classroom, an applied learning centre (with computers) and debating room, also used as a classroom. Free Wi-Fi is available throughout the building.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	51	58
Full-time ELT (15+ hours per week) aged 16–17 years	9	5
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
Overall total ELT/ESOL students shown above	60	63
Minimum age	16	16
Typical age range	18–25	18–25
Typical length of stay	1–36 weeks	1–36 weeks
Predominant nationalities	Turkish, Italian, Spanish, Saudi Arabian	Turkish, Italian, Spanish, Saudi Arabian

Number on PBS Tier 4 General student visas	3	3
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	29	33

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	10
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	7
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
Total	9

These figures exclude the academic manager.

Comments
The academic manager is TEFLQ with QTS status and normally teaches up to ten hours a week in quiet periods.

Course profile

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 (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 checked="" 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 type="checkbox"/>	<input 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
The school offers general English courses for adults (16+) year round (15 or 25 hours per week, branded as 'English World 25' and 'English World 33') and small group classes for professionals and executives (branded as 'English World ClasSIX'). Students can combine morning lessons with afternoon examination preparation classes and one-to-one lessons. The school also offers university foundation courses. Each student receives a weekly 15-minute 'coaching session' (tutorial) outside class time. At the time of the inspection the following courses were running: English World courses (intensive, semi-intensive and combination – five general English classes; one ClasSIX); examination preparation.

The school has a small number of under 18s enrolled throughout the year on its adult courses.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	30	7
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	14	0
Overall totals adults/under 18s		
	51	9
Overall total adults + under 18s		60

Introduction

Regent Cambridge was founded in 1973 and forms part of the Regent group of six year-round language schools in the UK. It is a well-established school based in a large Victorian house, close to the centre of Cambridge. Since the last inspection it has been extensively refurbished and resources and facilities have been substantially upgraded. It has a current capacity of 160 students, 80 per cent of whom come through agents; the rest are individual internet bookings or walk-ins. Most of its students (16+) study on intensive general and academic courses.

The school benefits from a dedicated new management team, most of whom have been in post for less than two years. The principal has been in post for four and a half years, having worked previously as a teacher in the school.

The inspection lasted one and a half days. The inspectors interviewed the principal, the academic manager, the client services and finance administrator and the client services and welfare administrator. All teachers teaching group classes were observed and a one-to-one class was observed. There were also short drop-in observations on parts of the programme that were not otherwise observed (for example, 'coaching sessions'). Two focus groups were held with students (one for 18+ and one for under 18s) and one with teachers. One of the inspectors visited a student residence used in the summer and three homestay hosts. The inspection ended with a round-up held with the management team and one teacher.

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 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure of the school is simple and clear. The principal leads and manages all staff and reports to the Regent group schools performance manager. The academic manager is responsible for academic matters, including the line management of teachers. Cover arrangements are satisfactory. The school is supported by Regent corporate management, the board of directors, the academic board and the health and safety committee.

M3 Duties of staff are specified in job descriptions. However, job descriptions do not state when they were last updated and reference to the safeguarding responsibilities of the principal was not included in those sent to inspectors. However, the description of her role was amended in July before the inspection and the job descriptions of the others were amended during the inspection.

M4 Communication works very well within the school, both at formal and informal levels. There are regular minuted meetings for management, welfare and academic staff. Within the Regent division there are effective channels of communication, including a weekly video conference call with all Regent principals. The use of an online platform provides opportunities for Regent staff to share ideas.

M5 The Instill Education recruitment and selection policy is clear and appropriate and reviewed annually. Prospective teachers are required to complete a pre-task and teach a 15-minute micro lesson to a group of volunteers before interview.

M7 Induction material includes good health and safety information and separate checklists for administrative and teaching staff. Staff reported that they had received effective inductions. Teachers observe other teachers before they start teaching.

M8 Appraisals are annual and include self-appraisal, target setting and career aspirations. Guidance notes for appraiser and the staff member to be appraised are thorough and helpful. Teachers reported that their appraisals had been useful. There is also a system of six-monthly reviews.

M9 All members of the teaching and administrative teams are encouraged to participate in continuing professional development (CPD) activities. CPD activities are arranged by Regent at school and national level. Activities for teachers include regular workshops and the sharing of good practice. The CPD programme for all staff for the past 12 months has been extensive and practical. The school gives some financial support for teachers to upgrade their qualifications.

Student administration

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

Comments

M11 Regent Cambridge provides students with prompt and accurate advice about course choices before and during their stay. The administrative team aim for a maximum three-hour response to any internet enquiries during the working day. Before choosing a course, students can engage in live chat with a member of Regent's digital marketing team and ask questions about the school's courses.

M12 Customer service is very good and records are completed efficiently and effectively. There is L1 assistance for a range of languages and the procedure on refunds is student friendly.

M13 Records sampled had all the required information, including the relationship of the emergency contact to the student and whether or not they speak English. Records are accessible to staff responding to emergencies at all times of the week. In some cases the emergency contact is an agent. The inspectors were assured that there is 24/7 access to these agents.

M14 The attendance policy is clearly stated in the student handbook. All students are required to sign in when they arrive at the school and absences are followed up after half an hour. Class registers are kept. There is a strict lateness policy and students arriving more than ten minutes late can only enter class with a note from the principal or academic manager.

M15 The conditions and procedures under which a student may be asked to leave a course are in the student handbook but not in the school's terms and conditions.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M18 The school is very responsive to both informal and formal student feedback. Students complete initial, monthly and online leaving questionnaires. Student focus groups take place quarterly and approved ideas are recorded in an action plan.

M19 Staff are encouraged to give feedback at any time. During staff meetings suggestions for improvement by managers and other staff are added to a shared action plan. Other opportunities for formal feedback are through appraisals and quarterly feedback forms. All feedback is recorded and added to the action plan.

Publicity

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

Comments

Publicity consists of generic Regent brochures and a website with sections about Regent Cambridge, social media sites and single-sided sheets with information about specific courses. The website is the dominant form of publicity.

M21 The publicity is generally written in clear and accurate English. However, some of the vocabulary in the generic sections would only be accessible to higher-level students of some language groups ('positivity', 'accelerated', 'eradication').

M22 In the main this criterion is well met. However, on the website there were some uncaptioned photos of university buildings mixed in with photos of the school. These were removed during the inspection.

M23 There are very clear and detailed descriptions of each course in printed publicity and in pages on the website, to include aims, levels and sample timetables.

M24 Publicity makes clear the number of hours taught, non-teaching days and the minimum enrolment age.

General English courses of 15 and 25 hours (lessons are one hour long) are misleadingly referred to as English

World 22 and 33. The diagram intended to 'explain' the course titles confuses rather elucidates.

Management summary

The provision meets the section standard and exceeds it in some respects. The school is very well managed and benefits from excellent direction from the senior management team. Appropriate student administration systems are in place and the school is very responsive to feedback from students and staff. Publicity mainly reflects the provision accurately and clearly. *Staff management, Student administration and Quality assurance* are areas of strength.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises provide a very comfortable environment for students and staff. Classrooms are a good size and there is ample relaxation and quiet study space for students outside class times. Offices are spacious and there is an attractive patio garden area for use by students and staff.

R2 The premises have recently been refurbished to a very high standard and are spotlessly clean. Décor suits the student population and is in keeping with the brand of the provider.

R3 Most classrooms have good natural light and are free from extraneous noise. New classroom furniture is light and flexible and allows teachers to alter classroom layouts easily.

R4 There are many reasonably-priced food outlets close to the school. In the school lounge free tea and coffee are available and there is a water dispenser, fridge, microwave and snack machine for student and staff use. This attractive lounge area has comfortable seating and is popular with students and staff alike. An electric piano has been loaned by one of the teachers for student use.

R5 Signage is very good and there are attractive electronic displays providing useful and relevant information, including details of the social programme. It is company policy to restrict noticeboard display areas and not to provide them in classrooms.

R6 There is a good-size teachers' room with ample working space. Computer, printing and photocopying facilities are available. Teachers have pigeonholes but there is no safe storage for personal possessions.

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 checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 The school provides all learning materials. The school uses loan coursebooks for examination students. Print resources for other courses consist mainly of black-and-white photocopies of published ELT materials and materials which teachers print from websites.

R8 Overall, there is a good range of published materials for teachers to use in the teachers' room, including supplementary materials. There is a small number of methodology books but there are no books on one-to-one teaching, which is a core element of the school's provision.

R9 Three classrooms have a computer and TV set up; three classrooms have a computer and projector set up. Computers are available for student use in the applied learning centre. Most computer problems are dealt with quickly and efficiently by a Regent technician operating remotely. Most teachers demonstrated that they had been well trained in the use the equipment.

R10 The school has a suite of computers for student use and there are level-based links to websites with useful practice materials. There is an attractive reading lounge with some books which students can either read or borrow. The 'library' consists mainly of older coursebooks, a limited range of readers and some novels.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises have been refurbished to a very high standard and support and enhance the studies of students enrolled. Teachers are well resourced in the classroom and staffroom resources are sufficient overall. *Premises and facilities* is an area 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 checked="" 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

T1 Two teachers did not have Level 6 qualifications. Their rationales were accepted in the context of this inspection. One had completed the first module of a diploma-level qualification and had had four years' overseas teaching experience; the other had a Level 4 qualification, had worked in the tourist industry and taught overseas.

T4 The academic manager has a diploma-level qualification and QTS and was previously a teacher in the school for three years. The principal also has appropriate ELT qualifications and experience.

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 type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 timetabled to courses according to their experience, expertise and preference. Teachers who wish to teach a new level are given individualised training.

T8 The academic manager provides emergency cover and the principal covers when needed. Other cover is provided by part-time teachers. Lessons are never cancelled or doubled up.

T9 Tips are provided for teachers in the teachers' handbook. The syllabus is formalised into self-contained weekly plans. Each Monday begins with a news lesson while newcomers are tested and allocated a class. The second lesson focuses on learner training and study skills. Weekly coaching sessions look at individual needs and targets and help support a sense of progression. At the end of the week the needs of continuing students are assessed.

T10 There is a very useful teachers' handbook giving a good range of support on academic matters. New teachers observe experienced teachers, and the range and frequency of CPD sessions is impressive. Teachers stated that they felt very well supported by their academic manager.

T11 Observations are frequent and each has a different focus. CPD topics are informed by observation. Teachers stated they found the observations very useful.

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 principles behind the course structure are clearly explained to teachers and students in their handbooks and at induction. Explanations in the teachers' notes are both detailed and helpful. Syllabuses are clear and based on the Common European Framework of Reference for Languages (CEFR). General English students have lessons on skills training, accuracy in grammar, knowledge for the global community, language focus and spoken performance. Small group courses focus on the practical language skills that professionals and executives require in work contexts.

T13 Teachers are encouraged to adapt courses to individual and class needs. Formal course review is carried out by the group's academic board and is based on student feedback.

T14 Part of the school's methodology is to provide students with plans for the week and lesson aims with intended learning outcomes.

T15 There is an emphasis on learner autonomy. Each Monday there is a class on study and learning techniques and there are useful learning tips in the student handbook. However, there was little evidence that students were recording vocabulary or organising their classwork in a way that will be useful to them after their course.

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 checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students complete an online test which helps the school to assess their grammar and writing skills. Upon arrival students are given a videoed speaking task. Students reported that they had been placed in the correct class.

T18 Students' progress is monitored and assessed in a number of ways: weekly progress tests; monthly tracking of speaking, writing and use of English; and coaching sessions where progress is reviewed and targets are set. Student portfolios contain test results, teacher's notes, student reflections, and performance assessments. Teachers bring the portfolios to class when appropriate. Inspectors were informed that on departure students are invited to complete an online exit test and feedback on progress is given.

T21 All students receive a certificate of attendance and a CEFR level when they leave. Progress reports and end-of-course reports are written for sponsored students.

T22 When students wish to enter mainstream UK education the school makes use of a dedicated counsellor based in Oxford.

Classroom observation record

Number of teachers seen	8
Number of observations	8 + 2 drop-ins on coaching and English Global Knowledge
Parts of programme(s) observed	All main group class types and a one-to-one

Comments

None.

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 checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

T23 Teachers mainly demonstrated a sound knowledge of linguistic systems and generally provided appropriate models of spoken English. Explanations were clear in the better lesson segments observed but in the weaker segments the language was pitched at too high a level. On a few occasions there was some uncertainty about word stress.

T24 In the best segments the content was appropriate and objectives linked well to the overall aim of the lesson.

T25 Generally, lessons observed had a clear focus and were well staged and paced, with a variety of activities which linked well together. Teachers of most group classes had clear learning objectives and outcomes and stated these to students both orally and on the whiteboard. The better segments had a good amount of controlled practice built into lesson plans. A few teachers had a less clear understanding of learning outcomes and stated aims in terms of activities.

T26 Most teachers used a range of effective techniques to ensure a mix of interaction patterns in the class. Seating arrangements were purposefully reorganised when needed. There was excellent student participation at every stage of most lessons and teachers included all students equally. Elicitation was good and in the better classes teachers checked meaning well. Teachers made good use of their voice to motivate the students and to control the pace of the lesson.

T27 Instructions were nearly always clear but understanding of instructions was not always checked. Teachers in classrooms with projection facilities used the technology well and made good use of video clips. Nearly all teachers organised the whiteboard well to help students focus on key elements. Teachers mainly used 'island' chair arrangements in group classes well to encourage student-to-student interaction. Most teachers brought the course materials to life and made them meaningful to students. Teachers encouraged the use of phone dictionaries and students used them effectively. However, it was noted that different teachers used different board markings for word stress, which could confuse students who have more than one teacher.

T28 Teachers in the main used different approaches to correction, some immediate, some delayed, depending on the aim of the activity. Correction was mainly effective and some different techniques were used. However, many opportunities were missed and there was no attempt to encourage peer correction.

T29 Evaluation of learning was achieved in three ways: by revision of previous lesson material, through the lesson sequence where activities immediately provided students with an opportunity to put newly-learnt language into practice, and by exploring the reasons exercise answers given by students were right or wrong.

T30 All students were engaged in learning in a positive atmosphere and were clearly enjoying the process. In the majority of lessons teachers personalised the exercises well and there was an excellent balance between student and teacher talking time.

Classroom observation summary

The teaching ranged from very good to satisfactory, with the majority at least good. Lessons were well planned and clearly linked to the needs of learners. Lessons contained a coherent sequence of activities, and stages included the controlled practice of target structures. Classroom techniques were good and resources were used well. Students were engaged in all of the lessons observed. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers have appropriate qualifications and are given excellent support to ensure that their teaching meets the needs of their students. Programmes of studies are well managed. 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 checked="" 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 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 type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 There is good provision for the safety and security of students on school premises. The premises risk assessment is up to date and is reviewed regularly, first aid provision is good and regular fire drills are carried out, and recorded. There is a keypad entry system to the front and side doors, and the management team have workplaces on the ground floor where the entrance can be monitored. All students and visitors are required to sign in and out.

W2 Provision for pastoral care is good. School staff know all the students well and prioritise their well being. The welfare team is introduced at induction and all are approachable and easily accessible in the open-plan reception area. Pastoral issues can also be monitored in the weekly coaching sessions. Students in the focus groups commented positively on the helpfulness of school staff. A room can be made available for reflection/prayer.

W4 The school has very clear policies on bullying and abusive behaviour and these are explained in the student code of conduct and student handbook, as well as in the staff handbook. A policy related to the Prevent strategy is in place and training for all staff has been completed; information has also been sent to homestay hosts. The school is meeting its responsibilities well in this area.

W6 Detailed information about travelling to Cambridge and getting to their accommodation is sent to students before they arrive. A transfer service is available and is booked using a reputable local taxi firm whose drivers are all DBS checked, and who are well briefed as to what to do in any unforeseen circumstances.

W7 Students receive a range of useful information about living in the UK at induction and in their handbook. There is a walking tour of Cambridge for all new students to help them familiarise themselves with the local area. Further advice and assistance is readily available from school staff.

Accommodation profile

Comments on the accommodation seen by the inspectors

Most of the school's students choose homestay accommodation. The school offers homestay accommodation on a half-board basis, with all meals at weekends. The homestays are generally within 40 minutes' travelling time of the school. In the summer months accommodation is also offered in a modern university residence, 15 minutes' walk from the school; residential accommodation is for adult students only. The single rooms are all ensuite, arranged in flats with shared kitchens and living areas. There is a coin-operated laundry room. The school can also arrange accommodation in apartments or in a local hotel.

One inspector visited three homestays and the summer residence.

Accommodation: all types

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

Comments

W9 One of the homestays visited provided a good standard of accommodation. Two homestays visited provided a satisfactory standard, although one house was in need of redecoration. All the required services were in place. Hosts were welcoming and caring. The residence provides a satisfactory standard of accommodation.

W10 A detailed checklist is used to record information when inspecting new hosts, and all are required to provide fire risk assessments and Gas Safe certificates, where relevant. Useful guidance is given to help hosts complete the relevant safety checks.

W11 The client services and welfare administrator has been responsible for student accommodation for just over one year and has visited all the active homestays on the school's database. He intends to re-inspect at least once every two years. All records sampled showed that the required safety measures were in place.

W14 Students are asked on arrival whether they are happy in their accommodation. There is a monthly welfare questionnaire and end-of-course questionnaire, and evidence that any issues raised are dealt with promptly, and recorded.

W15 The hosts visited showed good awareness of the need to provide healthy and varied food. Students in the summer residence provide their own meals or eat in the many outlets close by.

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

Comments

W20 In one of the homestays visited the hosts were both non-native speakers of English. Although English is the language of communication in the home, the inspector had concerns about the level of the hosts' English.

Accommodation: residential

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

Comments

W22 Rooms and common areas are cleaned weekly.

W23 The staff on duty at the residence are first aid trained. Information provided by the residence staff about safety in the building and access to medical help is written in language likely to be inaccessible to lower-level learners.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The school has a useful 'Living on your own' sheet which outlines the possible disadvantages of students choosing to live independently in shared houses or flats. Staff are available to give further advice if needed.

Leisure opportunities

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

W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments

W26 Students have access to information about social, cultural and sporting events in the city on noticeboards in the school and in the learning centre. There is a public swimming pool and gym close to the school.

W27 The school organises a social event every afternoon at 16.00. These may be held in school, for example quizzes, games or the book club, or involve going into the city to visit local sights or punt on the river. The Monday event is a walking tour for new students and the Friday event is a party, with barbeque if the weather permits, to say goodbye to students who are leaving. At weekends students can book excursions to other cities in the UK, organised by a local travel company.

W28 Very thorough risk assessments are in place for all activities and are signed off by accompanying staff for each activity.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. There are good measures in place to ensure the safety and security of students on school premises. Pastoral care provision is good and information given to students is useful and relevant. Accommodation provided is suitable and managed to the benefit of students. The social programme is appropriate and well organised. *Care of students* is an area 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" 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 enrolls students aged 16 and 17 on its adult courses. Of the 60 students enrolled at the time of the inspection, nine were aged 16 or 17.

C1 The school has a clear and comprehensive safeguarding policy in place, which is reviewed annually. The principal is the designated safeguarding lead (DSL) and is responsible for its implementation.

C2 The policy is made known to all staff at induction, and in guidelines to homestay hosts hosting students aged under 18, and they sign to say they have read it. All staff receive appropriate training at relevant levels and homestay hosts are required to complete online basic awareness training.

C4 The school has a comprehensive safer recruitment policy. All staff are DBS checked every three years. The main carer in homestays hosting under 18s is DBS checked and the process of carrying out new checks on all adults in the home is well under way.

C5 Staff accompanying social activities are informed when 16 and 17 year-olds participate and so are able to pay particular attention to their safety. The programme is designed so that almost all activities are suitable for all students.

C6 Students aged under 18 are given a set of guidelines with information about UK laws and regulations, and about staying safe outside school. Hosts are informed about the curfew for under 18s. Parental consent forms relating to unsupervised time outside scheduled activities are on file.

Care of under 18s summary

The provision meets the section standard. The school safeguarding policy is comprehensive, staff training is well established and safer recruitment procedures are followed. School staff and hosts are aware of their responsibilities towards students aged under 18.

