

Organisation name	Select English, Cambridge
Inspection date	8–9 March 2022

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S3, S4 and S6 have been addressed. The required evidence was subsequently submitted.

**Summary statement**

The British Council inspected and accredited Select English, Cambridge in March 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in course design and safeguarding was noted.

## Introduction

Select English is a language school based in Cambridge offering open enrolment language courses in general English and IELTS preparation to adults (18+) and young people (16+) in school premises and online. The school is currently signed up to the code of practice for online provision. Summer courses for young learners are accredited separately.

The inspection took the equivalent of one day and a part day, over two days. Due to the global pandemic, the inspection was conducted remotely and focused on compliance with inspection criteria: inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded.

The inspectors held meetings with the executive manager (EM), the director of health and safety (DHS), the director of sales and marketing (DSM), the director of studies (DoS), and the admissions coordinator (AC). A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. All teaching was face to face (the school continues to offer a small number of online lessons although none were taking place during the dates of the inspection). One of the inspectors spoke to a homestay host and a representative from the residence currently used by the school. A live virtual tour of the school premises was also conducted.

## Address of main site/head office

58 Hills Road, Cambridge CB2 1LA

## Description of sites observed

The school has sole use of the first and second floors of a building on a main thoroughfare in central Cambridge. Access from street level is via a keypad-controlled main door which opens to a small lobby area and stairs leading to the first floor. This floor comprises a small student common room, and a large, open-plan office/reception area with a classroom on either side. A small corridor leads to a fully-equipped kitchen that is shared by staff and students, a further classroom, the DoS office and single occupancy male and female toilets. Stairs to the second floor, which are restricted for students, lead to storage facilities and a teachers' room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers year-round general English courses for adults and young people (16 and 17 year-olds) as well as examination preparation courses. At the time of the inspection the school was delivering courses in general English and IELTS preparation. Throughout the global pandemic, online lessons were offered by the school but these are now being phased out and no classes of this nature were taking place during the inspection period.

## Management profile

The school is managed by three directors who bought the school from the previous owner in February 2021. All three had previously worked for the school for a considerable time and continue in their main roles with additional shared management responsibilities. The EM is responsible for the day-to-day running of the school and also acts as the deputy designated safeguarding lead. The DHS is responsible for health and safety, welfare, management of homestay accommodation, and business development. The DSM looks after sales and marketing activities and the recruitment of non-ELT staff. The DoS is the designated safeguarding lead and responsible for academic management and the recruitment of teachers.

## Accommodation profile

Select English offers homestay as well as residential accommodation. The school manages its own small cohort of homestays (five at the time of inspection). The school can also book rooms on an ad hoc basis at a student residence within walking distance of the school. The residence offers clusters of ensuite rooms with a shared kitchen diner. The clusters are shared by students from various local schools and colleges. There is a launderette on site.

## Summary of inspection findings

### Management

The provision meets the section standard. There is a clear statement of goals and values which is well communicated. There are effective communication systems within the school and there are thorough procedures in place for gathering student feedback. Customer service is handled well and administration systems are appropriate. Publicity is generally well presented and, although some minor details required attention, these were addressed during the inspection and are no longer points to be addressed.

### Premises and resources

The provision meets the section standard. The school building provides a comfortable environment for both staff and students and the premises are well maintained. Classrooms are of adequate size, signage is clear, and the facilities available for relaxation and the consumption of food are satisfactory. The range of teaching and learning resources is appropriate to the needs of staff and students.

### Teaching and learning.

The provision meets the section standard. The DoS is suitably qualified and has a range of experience. Day-to-day guidance and support for teachers is good and although there is a clear rationale for the teaching philosophy of the school, insufficient guidance is available for teachers on elements of course design. There are effective systems in place to monitor and support students' learning. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

### Welfare and student services

The provision meets the section standard. Students receive a good standard of pastoral care but more information on travel from point of entry is required. The provision of accommodation is suitable but not all inspection records were on file. Students are provided with useful information on local cultural and social opportunities, and the school offers a popular leisure programme which is responsive to the interests of their students.

### Safeguarding under 18s

The provision overall meets the section standard. There is an effective safeguarding policy in place and staff are well trained to implement appropriate procedures. Recruitment records were mostly satisfactory but some homestay files were missing some items. Supervision of students during scheduled activities is good but more checks are required for overnight stays. Systems for maintaining 24-hour contact between the school and parents are suitable. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to *Declaration of legal and regulatory compliance* which the provider was asked to follow up. These were all attended to during the inspection period and are no longer points to be addressed.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

The school's goals and values are clearly stated and made known to staff and students through the website and handbooks. Development plans focus on the short term as a consequence of the global pandemic and the change in ownership of the school, but the management team was able to express clear objectives for the future of the business. The structure of the organisation is appropriate and roles are clearly expressed. Communication, although currently mostly informal, is effective and staff felt well informed. There are good systems in place to collect feedback from students and follow-up actions are systematically recorded. Staff feedback is also largely informal although recent staff surveys have informed parts of the development plan. A detailed self-evaluation document is in place and up to date.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

Human resources policies and procedures are well covered and made known to staff through handbooks and the website. Job descriptions are in place for all members of staff and show evidence of review. Recruitment procedures are appropriate and staff files are complete. Induction procedures are effective for all staff and recently employed teachers commented positively on the thoroughness of the process. Appraisal procedures are satisfactory but do not include setting clear objectives for all members of staff. There is evidence that all staff have been engaged in continuous professional development.

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

#### Comments

Students commented very positively on the helpfulness and friendliness of the staff at the school. Pre-arrival advice is appropriate and there are clear guidelines and systems for enrolment of students, the cancellation of courses, and refund requests are handled with sensitivity to the personal circumstances of the individual. Records of payment and course details are complete and up to date. Absences are effectively recorded and follow-up systems are in place; however, the policy for lateness is not consistently applied. Conditions under which a student may be asked to leave the school are made clear on posters around the school and in the comprehensive students' handbook. There is a clear complaints policy and a thorough record of follow-up action taken in response to any complaints received.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website and a number of social media channels. The website is considered the main medium of publicity.

Publicity is generally accurate and gives rise to realistic expectations, but the website currently includes only limited information and images of the premises and facilities at the school's new location. Information is presented in clear, accurate and accessible English and information on courses is well presented and easy to find, although the school's closure for public holidays is not mentioned on the website. Costs of tuition, additional materials and accommodation are clearly stated. Information on the level of care given to students under 18 is available and includes a link to the parental consent form. The description of accommodation is mostly accurate but some required information is not included and minor information about cleaning arrangements is missing. Staff qualifications are accurately described and claims to accreditation meet Scheme requirements. All of the issues raised were attended to during the inspection and are no longer points to be addressed.

#### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

A video tour of the premises showed that the school building is in a good state of repair and decoration. Students in the focus group confirmed that it was a comfortable environment in which to study. Classrooms are suitable in terms of size and layout, and the school has made the best use of the limited space available to them by offering a shared kitchen for staff and students with access to a fridge, microwave and facilities for making hot drinks. Tap water is also available and the school is within easy reach of a number of food outlets in the local area. Signage is appropriate and exits are clearly signposted. Space for teachers is limited but appropriate to the needs of the current teaching team.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There is an appropriate range of learning resources for both students and teachers on all courses currently offered. The educational technology at the school is suitable and while there is no dedicated self-study area for students, guidance is offered during tutorials and laptops are available should students wish to study after class. There is a policy for the review and development of resources and evidence of this in practice.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

All members of the current teaching team have Level 6 and appropriate ELT qualifications. The teaching team has a range of experience and the DoS is also suitably qualified and experienced.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

The DoS has a good knowledge of the teaching team's experience and teachers are suitably matched to courses. Procedures are in place for the effective timetabling of classes and cover arrangements are suitable. Although there is a lack of information and guidance for teachers on how to deal with continuous enrolment, day-to-day support for teachers is good, as was confirmed in the teacher focus group. There is a clear observation policy in place, however, records did not always include areas for development.

<b>Course design and implementation</b>	<b>Need for improvement</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### **Comments**

The teaching philosophy of the school is covered in the teachers' handbook and although general English courses follow a coursebook, there is limited guidance on how to plan the course to ensure that students' needs are addressed. Weekly plans were not referred to during lessons and it was unclear how students are made aware of learning outcomes. Courses include a daily student diary and reading slot which provide an ideal opportunity for teachers to introduce learner strategies; however, guidance on how to ensure this is a systematic part of the syllabus is not available.

<b>Learner management</b>	<b>Met</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Assessment is integrated into courses and there is a clear policy on how students are able to change class, if requested. All students receive a well-presented report and certificate on completion of a course, and advice regarding examinations and access to mainstream UK education is provided by the management team.

#### **Classroom observation record**

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	General English and IELTS preparation.

#### **Comments**

Each teacher was observed once by one of the inspectors.

<b>Teaching: classroom observation</b>	<b>Met</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers generally produced accurate models of written form and provided good explanations of grammar and vocabulary on the whole. In better segments, spoken models also featured prominently and included contracted forms, but in weaker segments new lexis was written on the board without any further information, such as parts of speech or pronunciation.

T24 Lessons were generally well planned, but student profiles or an indication of how the lesson might address their learning needs were not available for all classes. Lessons were predominantly coursebook led, the content was appropriate, and in the majority of segments materials were adapted to ensure maximum interest. Anticipated problems and solutions were also included in most plans.

T25 Lessons followed a logical and coherent sequence of activities. Outcomes were generally clearly expressed in lesson plans; however, it was not always clear how students were made aware of the lesson objectives: weekly plans were not referred to, for example.

T26 A range of appropriate teaching techniques was observed including nomination, elicitation and drilling. Some good examples of concept checking questions were observed, but in weaker segments teachers merely asked if students agreed or understood. Individual students were occasionally allowed to dominate.

T27 Technology was used competently on the whole, and whiteboards and flip charts were well organised. The use of visuals and teacher-adapted materials did much to bring the coursebook to life.

T28 Errors were mostly corrected and techniques included delayed, on-the-spot, and peer correction. However, there were some missed opportunities for feedback on incorrect pronunciation, in particular.

T29 Lesson plans were well staged and activities to check that learning was taking place included reviewing language taught in previous lessons and using productive tasks to check students' use of new language.

T30 Teachers created a positive learning atmosphere on the whole and students were motivated and engaged. In most lessons the pace was good, interactions varied, and teachers had clearly developed a very good rapport with their students. Although in weaker segments there were instances of excessive teacher talk, it was clear on the whole that effective learning was taking place in the majority of lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated good knowledge and awareness of the language, and detailed lessons plans were provided, although not always with a class profile. Lessons were logically staged with clear outcomes but it was not always clear how these were communicated to the students. Resources were used imaginatively, instructions were generally clear, and feedback was mostly effective. There was a positive learning atmosphere and students were engaged in all lessons.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Not met



W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
The safety and security of students are ensured by way of suitable premises and fire risk assessments as well as a comprehensive plan to respond to emergencies both on and offsite. The students spoken to were very happy with the care and support they receive from all staff. Information for students regarding travel from point of entry to their accommodation is insufficient, but the student handbook provides students with lots of practical information about life in the UK. Students are provided with details on how to access healthcare in the local area and the school has a good proportion of first-aid trained staff.	
<b>Accommodation (W9–W22 as applicable)</b>	
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
Feedback from students both in person and on record shows that they are well satisfied with the provision of both homestay and residential accommodation. Inspection records for homestays were complete but no records of visits to the residence were seen. Accommodation confirmations are missing a number of the required elements, but procedures for identifying and resolving any issues are effective. Accommodation providers receive clear guidance on the terms and conditions of working with Select English, including where appropriate the provision of healthy and balanced meals.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All criteria in this subsection are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Students are made aware of things to see and do in the local area and further afield in the UK by way of helpful suggestions displayed in communal areas. It was evident that the leisure programme offered by Select English is based around and responsive to the interests of their students. The programme is suitably resourced and health and safety procedures are thorough and effective. Staff are appropriately experienced and well supported in the delivery of the programme.

### Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

Select English accepts 16 and 17 year-old students on their adult courses and also accepts closed groups of the same ages. There have been no closed groups in the last 12 months, and at the time of the inspection, there were two 17 year-olds enrolled at the school.

The safeguarding policy is entirely satisfactory. Staff training in this area is good with both the leads trained to specialist level and all other staff given initial training in-house. There are also practical codes of conduct for both staff and under 18s. Parental consent forms are in place but are missing a reference to unsupervised time on excursions. Suitable recruitment procedures are in place but two references were not on record for all homestay hosts. Supervision of under 18s during classes and activities is appropriate with effective systems for monitoring attendance and also for handling delayed suitability checks. Supervision outside the scheduled programme is mostly satisfactory but systems for checking on the suitability of overnight stays are insufficient. Accommodation for students aged under 18 is well managed and all hosts complete safeguarding training relevant to their roles. The host spoken to was fully aware of their responsibilities in this area.

### Declaration of legal and regulatory compliance

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

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

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

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

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

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

#### Comments

D1 Sampling identified the following issues: neither an insurance liability certificate nor a Health and Safety poster were on display at the school. Terms and conditions require students to opt out of the clause regarding the use of photographic images for publicity purposes. These issues were addressed during the inspection and are no longer points to be addressed.

#### Organisation profile

Inspection history	Dates/details
First inspection	July 1997
Last full inspection	March 2017
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	Select English Cambridge Summer Courses
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1991
Ownership	Name of company: Select English Ltd Company number: 03410953
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

#### Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	17	45
Full-time ELT (15+ hours per week) aged 16–17 years	2	15
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	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	<b>21</b>	<b>60</b>
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–55	16–55
Adult programmes: typical length of stay	4–40 weeks	4 weeks

Adult programmes: predominant nationalities	Spanish, Swiss, Angolan, South Korean	Italian, Spanish, French
---	---------------------------------------	--------------------------

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	8
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

#### Academic manager qualifications profile

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

The DoS was not scheduled to teach during the inspection period.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
Comments	

None.

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	2	2
Private home	1	0
Home tuition	N/a	N/a
Residential	6	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	19	2
Overall total adults + under 18s	21	