

Organisation name	Select English (Cambridge) Summer Courses
Inspection date	29 July - 1 August 2014

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

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

### Recommendation

We recommend continued accreditation.

### Publishable statement

The British Council inspected and accredited Select English (Cambridge) Summer Courses in July/August 2014. 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/accreditation](http://www.britishcouncil.org/accreditation) for details).

This private language school offers vacation courses in general English for adults (16+) and under 18s and for closed groups of under 18s.

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

## Organisation profile: Multicentre

### 1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2008 (Select English Cambridge 1997)
Last full inspection	July 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related schools / centres /affiliates	Select English Cambridge and Select English London
Other related non-accredited activities (in brief) at this centre	Specialist courses in science, art and musical theatre

#### Private Sector

Date of foundation	1969 (parent organisation)
Ownership	Private company
Other accreditation/inspection	ISI

#### Premises profile

Address of HQ	9-15 Station Road, Cambridge CB1 2JB
Addresses of centres offering ELT at the time of the inspection	Barnardiston Hall, Barnardiston, Suffolk CB9 7TG Cambridge Juniors, 9-15 Station Road, Cambridge CB1 2JB Fitzwilliam College, Storey's Way, Cambridge CB3 0DG Friends' School, Mount Pleasant Road, Saffron Walden, Essex CB11 3EB Girton College, Huntingdon Road, Cambridge CB3 0JG Riddlesworth Hall Preparatory School, Diss, Norfolk IP22 2TA St Andrew's College, 89 Regent Street, Cambridge CB2 1AW Tudor Hall School, Wykham Park, Banbury, Oxfordshire OX16 9UR
Addresses of any additional centres <b>not</b> open or offering ELT at the time of the inspection	N/a
For inspectors' use: profile of sites visited	<p>The Cambridge Juniors course is held at the Station Road, Cambridge site which outside the summer is the location for the year-round English courses. The Select English Cambridge head office is permanently located in these premises. There are four adjacent houses, each with four floors and its own entrance. In total there are 19 classrooms, a students' common room, a teachers' room, a computer suite, a reception office, two science labs, Select English Cambridge management offices and toilets. During the summer one classroom is used as an office for the Cambridge Juniors course director and her assistant. To the rear, there are two gardens for student and staff relaxation with seating and an area for ball games.</p> <p>Friends' School is an independent boarding school set in its own grounds on the outskirts of Saffron Walden. Select English has sole use of the premises and facilities during the summer. Five classrooms are in use, two in the main building and three in a nearby classroom block. In the main building there is a large dining hall, a course office, a computer suite, a teachers' room in the school library, a students' common room and toilets. Residential accommodation is on the first floor of the main building where there are also three common rooms, two for males and one for females. At the back of the school there is a terrace with seating, leading on to classroom blocks, four tennis courts, a basketball court, a large assembly hall, a drama studio, an indoor sports hall, an indoor swimming pool and a large sports field.</p>

<b>Student profile</b>	Collated totals at time of inspection: all centres	Collated totals in peak week: all centres
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL Students</b> (eligible courses)	At inspection	In peak week (July)
Total ELT/ESOL student numbers (FT + PT)	395	484
Full-time ELT (15+ hours per week) 18 years and over	49	53
Full-time ELT (15+ hours per week) aged 16-17 years	78	107
Full-time ELT (15+ hours per week) aged under 16	268	324
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
Minimum age (including closed group or vacation)	8	8
Typical age range	8-25	8-25
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian, Spanish, Russian	Italian, Spanish, Russian

<b>Staff profile</b>	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	54	69
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	16	
Number teaching ELT 20 hours and over/week	38	
Total number of administrative/ancillary staff	26	

#### **Academic staff qualifications to teach ELT/ESOL**

Profile at time of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	2
Certificate-level ELT/ESOL qualification (TEFLI)	46
YL initiated	
Qualified teacher status only (QTS)	
Teachers without appropriate ELT/ESOL qualifications	6
<b>Total</b>	54

These figures exclude the academic manager(s)

#### **Comments**

The director of studies (DOS) and the three assistant directors of studies (ADOSs) are all TEFLQ.

**Course profile (across all centres covered by this accreditation)**

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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**

General English vacation courses are offered at Cambridge Juniors, Station Road, Cambridge (14-17 years), Friends' School (12-16 years), St Andrew's College (17+ years), Barnardiston Hall (8-13 years), Fitzwilliam College (16+ years) and Riddlesworth Hall (13-16 years).

Examination preparation courses are offered at St Andrew's College (16+ years).

Closed-group courses for Japanese students are run at Girton College (15-16 years) and Tudor Hall (12-14 years). Specialist courses in English plus Science, English plus Art and English plus Musical Theatre are run as part of the Cambridge Juniors programme.

**2. Data on centres visited**

<b>1. Name of centre</b>	<b>Cambridge Juniors</b>
<b>2. Name of centre</b>	<b>Friends' School, Saffron Walden (Wildcard centre)</b>

Student profile	Totals at inspection: these centres		Totals in peak week (July) these centres	
	1	2	1	2
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%	100%
Total ELT/ESOL student numbers (FT + PT)	199	51	203	55
<b>ELT/ESOL Students</b> (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over				
Full-time ELT (15+ hours per week) aged 16-17 years	78	16	72	16
Full-time ELT (15+ hours per week) aged under 16	121	35	131	39
Part-time ELT aged 18 years and over				
Part-time ELT aged 16-17 years				
Part-time ELT aged under 16 years				
Minimum age (including closed group or vacation)	13	12	13	12
Typical age range	14-17	12-16	14-17	12-16
Typical length of stay	2 weeks	2 weeks	2 weeks	2 weeks
Predominant nationalities	Spanish, Argentinian		Spanish, Russian	

Staff profile	At inspection		In peak week	
	1	2	1	2
Total number of teachers on eligible ELT courses	16	5	22	5
Number teaching ELT under 10 hours/week				
Number teaching ELT 10-19 hours/week				
Number teaching ELT 20 hours and over/week	16	5	22	5
Total number of administrative/ancillary staff	5	4	5	4

## Academic staff qualifications to teach ELT/TESOL

Profile at inspection: at these centres		
Professional qualifications	Total number of teachers	
Diploma-level ELT/TESOL qualification (TEFLQ)		1
Certificate-level ELT/TESOL qualification (TEFLI)	16	3
YL initiated		
Qualified teacher status only (QTS)		1
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications		
<b>Total</b>	16	5

These figures exclude the academic manager(s)

Comments
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None.

## Accommodation profile

Numbers at time of inspection: at these centres				
Types of accommodation	Adults		Under 18s	
	<b>Arranged by provider/agency</b>			
Homestay			77	0
Private home				
Home tuition				
Residential			116	51
Hotel/guesthouse				
Independent self-catering e.g. flats, bedsits, student houses				
<b>Arranged by student/family/guardian</b>				
Staying with own family			6	
Staying in privately rented rooms/flats				

## Introduction

Select English is a family-owned school running year-round courses at accredited centres in Cambridge and London. Since 2008 the summer courses run from Cambridge have been separately accredited. The inspection scheduled for summer 2012 was postponed at the request of the school and replaced by a spot check. A full re-inspection took place in July 2013. As a result of this inspection, accreditation was placed under review because the section standard for welfare and student services was not met, the period of review to be ended by a full re-inspection in the summer of 2014.

A specific focus of this inspection was to review the procedures the school had put in place to improve its welfare and student services, also to assess the changes in the summer centres management structure and the impact of these changes on the provision as a whole. This year for the first time each centre has a course supervisor based at head office and responsible for liaising with and supporting the local course director. Two additional assistant directors of studies have been appointed this year to improve levels of academic support for course centres and to take on some of the duties previously carried out by the director of studies. A welfare manager has been appointed to coordinate the school's policies on welfare issues and the care of under 18s.

The Cambridge Junior courses take place at the year-round school, which is also where head office staff are located. Summer courses for adults (Select 8 and IELTS) are held in the premises of St Andrew's College, Cambridge, a tutorial college owned by the school. All other summer courses are held in rented premises within easy reach of Cambridge.

The range of course centres was unchanged since 2013 (see Organisation profile for details of centres and age ranges at each), except that a new centre at Friends' School, Saffron Walden was being offered for the first time this summer.

Courses at nearly all centres include 20 teaching hours per week. Barnardiston, which caters for the youngest age range, 8-13 year olds, offers 15 hours per week. A full programme of afternoon and evening activities and excursions is run at all centres by social organisers and teachers. The English Plus courses at Cambridge Juniors include ten hours of specialist teaching in science, art or musical theatre and ten hours of English.

It was decided to visit Cambridge Juniors as this was by far the largest summer centre and included the English Plus courses which had not previously been inspected. The English element of these courses was inspected as part of the overall English provision. The specialist lessons were not formally inspected, although inspectors briefly visited art and science sessions.

The wildcard centre selected was Friends' School, Saffron Walden as this was a new centre in 2014.

The inspection lasted four days. One day was spent at Friends' School, one and a half days at Cambridge Juniors and one and a half days at head office. At each of the centres, meetings were held with the course director, the course assistant, the social organisers and group leaders. Focus groups were held with teachers and students. All teachers were observed. At Friends' School one inspector met a representative of the host organisation and one inspector visited the residential accommodation. At Cambridge Juniors one inspector interviewed the homestay accommodation officer and her assistant, and visited three residences and three homestays.

At head office, meetings were held with the school director, the executive manager, the director of studies, the three assistant directors of studies, the summer operations manager, the health and safety officer, the welfare officer and the admissions co-ordinator.

## Management

### Legal and statutory regulations

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

### Comments

M1 Sampling identified the following issue: the school may be exceeding the amount of photocopying permitted under the CLA licence. The school should seek further advice from the relevant regulatory body or obtain independent legal advice.

### Staff management

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

### Comments

M2 There is a clear structure of management at both head office and at the centres. Head office staff work well together and are able to deputise for each other if necessary. Each centre now has a head office course supervisor who acts as line manager for the local course director. Two additional assistant directors of studies have been appointed this year to provide academic guidance and support for teachers. Having delegated some duties, the director of studies is now able to focus on senior management issues.

M3 Job descriptions are in place for all postholders. Teachers at Friends' School were unclear as to whether participation in certain social activities constituted part of their contractual duties or whether they were an additional requirement.

M4 At the centres the course director holds daily meetings with the teachers and there are also daily meetings for

teachers and social organisers. There is a pre-planned schedule for visits by head office staff to the centres and regular contact between each course director and their head office course supervisor. Course directors liaise regularly with the group leaders. At Cambridge Juniors opportunities are provided for group leaders to socialise with each other and with senior managers. The senior management team hold weekly minuted meetings. There are also quarterly management meetings, attended by one of the owners, to discuss financial and strategic matters. At both centres visited, teachers commented on the good communication with the course director. The Cambridge Juniors course director benefits from being on the same site as the senior management team, so is easily able to obtain help or advice from colleagues.

M5 A detailed recruitment policy is in place. Two references are taken up for each applicant. All staff must sign the school code of practice. All UK-based staff are DBS checked. It is school policy that staff recruited from overseas must provide evidence of police checks.

M6 Some certificates were missing from staff files, but were provided on request. A number of certificates on file had not been signed to confirm that the original had been seen.

M7 Course directors and course assistants have a one-week induction programme. Teachers have a one-day induction. A more structured induction programme has been introduced since last year and now includes practical sessions on first aid, fire safety, health and safety, safeguarding and other welfare issues. Completed induction checklists were on file. Detailed manuals are provided for course directors and teachers. One teacher at Friends' School had been appointed after the start of the course. She had not received any induction but had received documents about the course.

M8 Head office staff are appraised annually. Training needs are identified but no specific targets are set for the coming year.

M9 Head office staff have had training in web design and online marketing, safeguarding, safer recruitment, first aid and fire safety.

### 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 type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<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 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M13 Parents are required to give full emergency contact details, including the name of the contact person and languages spoken, on the medical consent form. This information is transferred to the school database. Course directors are provided with a printed report with all required next-of-kin information held centrally. Students are also required to confirm this information by completing a personal details form on arrival. Forms are kept at each centre for reference.

M14 Students are expected to attend all lessons, activities and excursions. Absences are promptly followed up by telephoning the student and, if necessary, contacting the residence or homestay. Registers were checked and any absences noted were satisfactorily explained.

M15 The policy on behaviour expectations is explained to students on arrival. This includes examples of behaviour which may lead to disciplinary action and, ultimately, to students being sent home. A poster setting out the policy is well designed, written in accessible English and is widely available throughout the school. It is a model of its kind.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

M16 A detailed action plan was produced following the 2013 inspection, addressing all points listed in the report.

M17 The senior management team conduct a detailed review at the end of each summer. Recent examples of changes introduced as a result of review include an improved induction programme, the new course supervision system, the appointment of two additional ADOSs and the introduction of hot lunches at Cambridge Juniors (see comment under R4).

M18 Students complete first week and end-of-course questionnaires. Notes of action taken are written on the questionnaires. At Friends' School, in response to feedback, more shopping excursions had been organised and students had been permitted to use some of the sports facilities in their free time. Results of end-of-course questionnaires are collated by the course assistants and graphs showing levels of satisfaction are produced and circulated.

M19 Teachers complete feedback questionnaires at the end of their first week. The course director writes an end-of-course report and there is also a final debriefing meeting between the course director and their course supervisor. Course directors also suggest ways in which the course director's manual can be improved and updated.

M20 The complaints procedure is explained to students on arrival and is also on display in classrooms. There is no central complaints log; separate logs for incidents, accommodation and behaviour issues are maintained and action taken is noted where appropriate.

**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 description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

Information about the services provided by the school is available on the website and in an annually updated brochure, widely used by overseas representatives when promoting the school to enquirers, particularly parents.

M21 The publicity is written in accessible and accurate English.

M22 The publicity describes the location and facilities accurately and fairly. Photographs give an accurate impression of the facilities available in both centres visited.

M24 It is clear from the publicity that lessons start in the mornings but times of lessons are not given as they vary from week to week according to whether half-day excursions are scheduled. Age ranges and maximum class sizes are stated for all centres. However, at Friends' School, three students below the stated minimum age had been accepted. A disclaimer in the publicity states that students below the minimum age may, as an exception, be accepted when part of a group. The school is aware that this statement should not be used to justify routine acceptance of students outside the advertised age range. The maximum class size at Friends' School is twelve students. However, for two days this summer, one class had 15 students.

M25 The cost of examination fees is not included in the publicity. This information was added to the website during the inspection.

M28 The publicity states that all teachers are qualified when this is not the case. One teacher at Friends' School did not have an ELT/TESOL qualification. The website was amended appropriately during the inspection.

M29 The version of the accreditation marque claiming accreditation 'for the teaching of English' should be used as the specialist element of the English Plus courses is not accredited by the British Council.

**Management summary**

The provision meets the section standard. The school is managed by a well-established team to the benefit of students and staff and in accordance with its publicity. Significant improvements have been made in the supervision of course centres by head office staff. There are some weaknesses in publicity.



## Resources and environment

### Premises and facilities

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

#### Comments

R1 Friends' School offers a very comfortable and spacious environment with plenty of space for both staff and students as Select English has sole use of the school building, the sports facilities (see premises profile above for details) and the extensive grounds. Cambridge Juniors is located in the main year-round school. Classrooms, offices and common areas are located in four adjacent buildings, with two large gardens to the rear. Corridors and stairs are narrow and common areas limited.

R2 Both Friends' School and Cambridge Juniors are maintained to a reasonable standard.

R3 Classrooms in Friends' School are large and suitably furnished with desks and chairs. Furniture can easily be moved to provide a change of focus during lessons. Rooms are cool in hot weather and there is no extraneous noise. Rooms at Cambridge Juniors are smaller and some are cramped when full. Fans have recently been purchased for all rooms but some rooms are uncomfortably hot. The furniture is flexible but it is often difficult to manoeuvre in a confined space. Some rooms have seminar chairs, which creates extra space.

R4 The provision of student relaxation areas at Friends' School is excellent. Students benefit from a large common room, a long terrace with seating to the rear of the school and access to sports fields. The dining room is spacious and well organised. The food is freshly prepared and includes salad and fruit. Students commented that they were sometimes hungry after evening activities and would appreciate more food than the snacks sold at the school tuck shop.

At Cambridge Juniors there is a common room with comfortable seating and vending machines, but it cannot accommodate all students. In good weather students have access to the gardens at the rear with seating and an area for ball games. In bad weather, students stay in classrooms during breaks. Lunch is provided at the school, delivered by caterers. In response to student feedback last year, hot meals are provided twice a week. Students commented that food was not always hot and that queues were long. The school is planning to erect a marquee in the garden to create more serving points for lunch and to provide an additional relaxation area for use in bad weather.

R5 Signage is adequate at both centres. Information notices are presented neatly on noticeboards and some student work is displayed.

R6 At Friends' School the large library is used as a teachers' room. There is more than adequate room for teachers to prepare lessons and hold meetings. At Cambridge Juniors, space is limited. Teachers prepare in classrooms if all desk space in the teachers' room is being used. A separate office is available at both centres for the course director and course assistant.

### Learning resources

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

#### Comments

R7 Courses are based on published materials and are suitable, although the suggested course books for the three main lessons each day are nearly all for adults, rather than teenagers.

R8 A good range of course books and supplementary materials, some photocopiable, is provided at both centres. All teaching materials are photocopied. See comment under M1. At Cambridge Juniors teachers benefit from working in the year-round teachers' room and have access to grammar reference books, examination preparation materials, skills development materials, teachers' resource books, games and songs. Some of these materials could usefully be made available to other centres during the summer. Materials for project work are available in both centres.

R9 There are whiteboards and CD players at both centres. At Friends' School there are interactive whiteboards in all classrooms. Teachers had not had any training in their use and some teachers were not confident in using this resource with their classes. At Cambridge Juniors there are interactive whiteboards in just under half the classrooms.

R10 There is a computer suite at both centres, sometimes used by students under supervision of teachers, for example when preparing projects, at other times it is available to students for private use. The provision does not constitute a self-access learning facility at either centre.

R12 Resources and materials are reviewed annually at the end of the summer. New course books have been introduced at some centres and the syllabus for the course catering for younger students was updated last year.

### Resources and environment summary

The provision meets the section standard. The premises at Friends' School are spacious and comfortable, with excellent facilities for sport and relaxation. At Cambridge Juniors classrooms are smaller and common areas limited, but are adequate overall. Staff are provided with an appropriate working environment and a reasonable range of materials and equipment at both centres.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input 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 Five teachers did not hold Level 6 qualifications. Rationales were provided for these teachers. Three were accepted in the context of this inspection. Two were not accepted as there was no evidence that the teachers had taken steps to improve their academic profile in recent years.

T2 One teacher did not have qualifications which meet Scheme requirements.

T3 The rationale for the teacher without qualifications which meet Scheme requirements was accepted within the context of this inspection.

T4 The DOS and three ADOSs are all TEFLQ.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T6 Experienced teachers are paired with less experienced colleagues where possible. The preferences of teachers for specific levels are taken into account. Teachers on examination preparation courses have relevant experience.

T8 At Cambridge Juniors one or two cover teachers are available to substitute for absent teachers. At Friends'

School the course director provides emergency cover. One of the ADOS team also provides cover if required. T9 Courses are run in two-week blocks at both centres. At Friends' School nearly all students adhere to the start and finish dates, so there is very little continuous enrolment. At Cambridge Juniors up to twenty students are accepted mid-course. Where possible new classes are created to cater for these students. Cover teachers provide induction for the students.

T10 The ADOSs visit centres regularly and are able to give practical help with materials selection and teaching ideas. At Cambridge Juniors the DOS is also available to provide support and guidance. Course directors provide additional support as necessary. At Friends' School three workshops for teachers were run by the ADOSs during the four-week course. Two or three workshops for teachers are offered every week at Cambridge Juniors, led by the DOS or an ADOS. Attendance is voluntary but there is good take-up by the teachers. Teachers commented positively on the sessions and appreciated the fact that attention was given by the school to their professional development.

T11 Teachers are observed once during the course, although one teacher at Friends' School had not been observed. All observations are carried out by a suitably qualified member of staff. Feedback was sampled and found to be thorough and constructive. A programme of peer observations, much appreciated by the teachers, is in place. ADOSs substitute for teachers as necessary.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	

#### Comments

T12 The first three lessons each day are built around a topic-based syllabus at five levels. For each topic sources of materials are suggested, although teachers are encouraged to interpret the syllabus flexibly. The final lesson each day is based on project work, chosen according to students' interests.

T14 Students are given an option form each week which lists the topics to be covered. They are invited to comment and to suggest alternatives if they wish. Weekly plans are displayed in classrooms.

T15 There is no guidance on this area in the teachers' handbook and little evidence that students are given specific strategies to help them learn effectively.

T16 This year lessons on specific excursion destinations have been provided for teachers.

### Learner management

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

#### Comments

T17 An efficient placement system is in place. First-week questionnaires identify problems with placement and prompt action is taken.

T19 Students wishing to take an examination are helped to enrol at a local examination centre. Preparation courses are provided at Cambridge Juniors.

T21 All students receive a course report which includes a comment from their teacher. Teachers are given guidance on the range of comments which can be included in reports.

### Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All

#### Comments

Inspectors also briefly observed the specialist elements of the English Plus course at Cambridge Juniors. One inspector visited an art class and the other visited a science class.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Most teachers were able to give clear explanations and provide accurate models. In a minority of cases incorrect rules were given and vocabulary was poorly explained or not contextualised.

T24 Teachers were mostly able to adapt their language appropriately. Teachers at higher levels challenged students by speaking as naturally as possible.

T25 Lessons were well planned and linked clearly to the syllabus in most cases. Plans included anticipated problems and solutions. The teaching of specific pronunciation items was included in some plans. Teachers assigned to lower level classes ensured that there was plenty of variety to keep students focused. Some project lessons were very well planned; others were sketchily planned and students were not fully engaged as a result.

T26 In examination preparation classes, students were given useful guidance on relevant techniques. In most classes, lessons were logically staged. The best lessons used the course books flexibly and built lessons around students' own experience. Less experienced teachers relied too heavily on the course books.

T27 Overall, whiteboards and miniboards were effectively used. Interactive whiteboards were used well in some classes, although only basic features of the technology were exploited. Furniture was used flexibly at Friends' School, while at Cambridge Juniors, classes tended to be static due to the size and layout of the rooms.

T28 A good range of teaching techniques was observed. Elicitation and nomination techniques were mostly good. Concept checking questions were used effectively. There was some drilling, although this was sometimes brief and ineffective. A range of correction techniques was observed in the better segments, although some teachers under-corrected.

T29 Activities were mostly well set up, although some teachers failed to give clear instructions and had to provide further explanations during activities. Time limits were frequently given to keep up the pace of the lessons. In classes with younger students, students were encouraged to move around and participate actively. Students were sometimes not fully engaged and chatted to fellow students in their own language. Some teachers intervened promptly and firmly; others failed to take appropriate action.

T30 Rapport was generally good and in some cases excellent. Overall, there was a purposeful and relaxed learning atmosphere in nearly all classes. Teachers praised students' achievements and responded positively to student contributions.

### Classroom observation summary

The teaching observed met the required standard. Lessons were all at least satisfactory and many were good. Teachers had a good knowledge of linguistic systems. Lessons were mostly well planned, although some teachers were less skilled at setting up project work. A good range of teaching techniques was observed in most classes. Lively and motivating techniques were effectively used in most classes for younger learners. There was a positive learning atmosphere and good rapport in nearly all classes.

## Teaching and learning summary

The provision meets the section standard. Academic managers and teachers are appropriately qualified. Teachers are well supported by the academic management team and efficient academic systems are in place. The level of support and training for teachers is good. Programmes of learning are appropriate to students' needs. The teaching observed met the requirements of the Scheme.

## Welfare and student services

### Care of students

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

### Comments

W1 At Cambridge Juniors all houses have key codes for entry, and doors are closed at all times except for the building which houses the reception; here visitors have to sign in at the office where most of the management team is located. At Friends' School, access to the centre is through the main entrance where there is an office and a door with a keypad for entry to the area occupied by the school. There are risk assessments for all premises and evidence of significant risks being addressed, as well as records of fire drills on both sites visited and in school-owned residences. All managers undergo fire safety training as well as emergency first aid training. A major incident procedure is in place and there is a manager dedicated to health and safety.

W2 The appointment of a welfare officer has made a clear contribution to the level of pastoral care. There was no allocated prayer room at the time of the inspection but one can be made available where necessary. There is a sick bay at Cambridge Juniors.

W3 The course director is the named person for personal problems at both sites visited. The welfare officer also sees students in this capacity and visits sick students in their accommodation, as well as carrying out checks on each centre for welfare and safety issues.

W4 An anti-bullying policy is in place and key staff have signed to say they have read it. Its contents are conveyed extremely well to students in an age-appropriate, clear notice that appears in the welcome pack.

W7 Students receive plentiful advice and information in writing, through notices and at induction.

W8 Arrangements are in place with local doctors and dentists for all sites.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

Friends' School provides residential accommodation for all students on site in the main building, easily accessed from other areas used. Although rooms vary, the accommodation is of a good standard throughout.

Cambridge Juniors make use of five residences owned by Select, as well as homestay and private home residential accommodation. Three of the residences were visited, as well as three homestay providers (one of which was actually providing residential accommodation, with capacity for seven students). Residences were relatively close to the school; one within five minutes' walk, the other two a little further away. All accommodation was of a good standard.

### 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 type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 In one of the Cambridge Juniors residences girls and boys were accommodated on the same floor.

W14 It is not spelled out who to speak to about accommodation problems in the same way as it is for other types of problem; however the accommodation officer is named and her contact details provided. Early feedback is taken and all issues and follow-up actions are recorded in the accommodation log.

W15 Students in Cambridge Juniors homestay and residences commented positively on the food in their accommodation.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W16 The accommodation officer tries to ensure that homestay providers keep Select informed if they take students from other schools. All bookings contain a reminder to let the school know if this happens, but it is difficult to enforce, particularly in Cambridge in summer. One of the homestay providers visited was hosting five students, one of whom was from another school. The additional student was under 18 and in a single room; however the house had capacity to accommodate seven students and should therefore be described as private home/residential.

W19 In one homestay two girls of the same nationality were sharing a room. This had been arranged by request, but the host did not seem aware that there might be any issue. However, as this particular provider only has one room to let the school is able to ensure their rules are adhered to.

#### Accommodation: residential

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

W23 All house managers at Cambridge Juniors residences receive training in emergency first aid and fire safety.

#### Accommodation: other

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

#### Comments

None.

### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W27 A good range of activities is offered at Cambridge Juniors. At Friends' School, excellent sports facilities are available and the leisure programme makes full use of them.

W28 Risk assessments are in place for all activities, based on core generic assessments, then added to and tailored by social organisers for each activity. Any accompanying teachers are briefed and read the risk assessments.

W29 Social organisers with specific qualifications are placed in charge of activities where appropriate – for example a lifeguard at Friends' School. All activities are led by a social organiser, selected for relevant experience, and teaching staff, who normally have no relevant experience, make up ratios as appropriate.

### Welfare and student services summary

The provision meets the section standard. The school takes seriously and makes strong provision for the safety and security of its students. It provides a good level of pastoral care and information and advice. Leisure opportunities are well organised and appropriately resourced. A range of suitable accommodation is available and systems are efficiently managed.

### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

C1 A detailed and comprehensive safeguarding policy is in place, supported by appropriate policies and procedures, all of which can be viewed on the website, and which form an important part of staff induction and training.

C2 All staff receive level 1 safeguarding training during induction. The welfare officer and DoS have level 2 training. All staff and homestay providers sign a code of practice which is appended to the safeguarding policy.

C3 A new statement has been produced regarding care of under 18s, which is a link on the website. It is comprehensive, realistic and clear, and it spells out the implications where parental consent is given for a student to opt out of the leisure programme. However, the difference in safety and supervision arrangements, depending on which accommodation is booked, is not highlighted in publicity or booking information (see C6).

C5 All staff are DBS checked and evidence has been obtained from outside providers of their own DBS procedures. Group leaders are also asked for police checks, but those on file did not include the two group leaders at Friends' School. One of these, a female group leader known to the school, was accommodated on the same floor as junior boys, although not sharing bathroom facilities.

C6 The leisure programme is part of the summer package and participation is obligatory except where parental consent is given to opt out. Supervision arrangements are generally good at all times, although there is some lack of clarity or consistency in one or two instances at Cambridge Juniors. For example, what students are allowed to do

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at lunchtimes is not included in the rules they are issued with, although inspectors were told that this is explained during induction. After evening activities students in residences are walked home, but those in homestay or private home residential accommodation have to make their own way back by bus. This means that there is a significant difference in safety and supervision arrangements, depending on which accommodation is booked. At Friends' School students are not allowed off site unsupervised.

C7 Accommodation arrangements are generally appropriate and residential accommodation secure with good staff ratios and supervision. The welfare officer visits and carries out additional checks on residential sites. Hosts are aware of curfew times and receive a code of practice as well as a copy of students' guidance notes, although there are no separate guidelines specifically for those hosts accommodating under-18s.

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### **Care of under 18s summary**

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The provision meets and in many respects exceeds the section standard. The school takes safeguarding very seriously and makes very good provision for staff support and training in this area. Robust policies and procedures are in place, accommodation arrangements are generally good, and safety and supervision is appropriately managed. In isolated instances procedures have not been effectively implemented.

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