

Organisation name	Select English Cambridge Summer Courses
Inspection date	16–20 July 2018

<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 W26, S4 and S7 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Select English Cambridge Summer Courses in July 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers residential and homestay vacation courses in general English for adults (16+), for under 18s, and for closed groups of under 18s.</p> <p>Strengths were noted in the area of care of students.</p> <p>The inspection report noted a need for improvement in the areas of publicity, and premises and facilities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

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**Introduction**

Select English is a family-owned school running year-round courses in Cambridge. Since 2008 the summer courses run from Cambridge have been separately accredited.

The Cambridge junior courses take place at the year-round school, which is also where head office (HO) staff are located, and summer courses for adults 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 in, or within easy reach of, Cambridge.

The range of course centres was unchanged since 2014 (see Organisation profile for details of centres and age ranges at each), except that a new centre at Culford School, Bury St Edmunds, was being offered for the first time this summer, to replace the centre in use at the 2014 inspection, Friends' School, Saffron Walden.

The arrangements at Barnardiston Hall (BH) differ from those at other centres in that the year-round staff at BH are responsible for all aspects of the course except recruitment and enrolment of students, airport transfers, teaching, teaching resources and academic support. The school's principal acts as the BH course director for this course, while the school's registrar acts as the course administrator. Activity leaders and house staff are either year-round BH staff or are recruited by BH solely for this course. These joint Select/BH courses have been running for over 20 years.

It was decided to visit BH (the wild card visit), as it had not been visited before and accepts very young students, and Magdalene College (MC) as it too had not been visited before, and accepts older (16 to 25) students. To compensate for the fact that both of these centres are residential, it was decided to look additionally at the homestay and residential arrangements for the junior and adult courses run out of the main school in central Cambridge.

The inspection lasted four days. One day was spent at Barnardiston Hall, one day at Magdalene College and two days at head office. At BH, meetings were held with the registrar/course administrator (who is responsible for welfare, safeguarding and leisure opportunities), with the Select course director and the Select assistant director of studies (ADoS) and with group leaders. One inspector had a phone conversation with the BH principal, who was absent on the day of the inspection. At MC, meetings were held with the course director (who is responsible for welfare, safeguarding and leisure opportunities), the academic manager and a representative of the host organisation. At both centres, one inspector visited the residential accommodation, focus group meetings with students and teachers were held, and all teachers were observed.

At head office, meetings were held with the managing director, the deputy director, the executive manager, the director of studies (DoS), the ADoS, the marketing, operations and welfare manager, the admissions co-ordinator, the accommodation officer and the marketing and operations manager in his role as one of the centre supervisors. One inspector visited two homestays and two residences in Cambridge.

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**Address of main site/head office**

9–15 Station Road, Cambridge CB1 2JB

**Description of sites visited**

The Select English Cambridge head office is permanently located in the main Cambridge premises, close to the station and not far from the city centre. 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, 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.

Barnardiston Hall (Hall Road, Barnardiston, Haverhill, Suffolk CB9 7TG) is an independent preparatory boarding school set in its own grounds in the Suffolk countryside. Select English has sole use of the premises and facilities during the summer. Six classrooms are in use, all in the buildings adjacent to the main house, where most of the bedrooms and the year-round school offices are located. Select English also uses an office, which doubles as the staff room, a computer room, the dining-room and the auditorium. Lawns and sports facilities surround the house.

Parts of Magdalene College (Magdalene Street, Cambridge CB3 0AG) situated in the centre of Cambridge, are used by Select English for their summer course. The school office, two classrooms and the residential accommodation are all located in one building on one side of the road that divides the college, while two classrooms and the college dining-room are on the other side of the road.

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Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 course at Magdalene (age range 16–24) includes 20 teaching hours per week and at Barnardiston Hall students (age range 7–13) receive 15 hours per week. A full programme of afternoon and evening activities and excursions is run at all centres by Select social organisers and teachers, with the exception of BH, where these are run by BH staff. A zig-zag timetable is operated at BH.

### Accommodation profile

On the Cambridge Juniors course, there is a choice of homestay or residential accommodation. Select have six residences of their own, all of which are between five and 20 minutes' walk of the school. Each residence is supervised by a house manager and accommodates between six and 20 students in single or twin rooms. House managers provide breakfast and evening meals, cleaning and welfare support. They are all trained in first aid, fire safety and food hygiene. A large independent student residence is used only in the summer. Select rents two self-contained flats, each one of which has six en-suite bedrooms and a shared kitchen/sitting room. A Select house manager supervises both flats and provides breakfast. Evening meals are cooked off-site at a nearby restaurant and delivered to the residence. Students eat together in the kitchen and the house manager supervises and clears away.

Homestay accommodation is in twin rooms with the occasional triple room available on special parental request. Homestays are within walking distance of the school or a short bus ride away. Students receive information about the location and best means of transport at registration.

One inspector visited two homestays and two residences, one owned by Select, and the other independently owned.

At MC, students are accommodated in single rooms in one of four buildings reserved for Select students. As far as possible male and female students are accommodated on separate staircases. Select members of staff are housed adjacent to the students for supervision purposes. One inspector visited accommodation in B and N block in the college.

BH accommodation is all in dormitories with between four and eight students sleeping in bunk beds. Boys and girls are on different floors. BH and Select staff are accommodated throughout the accommodation block and have separate bathroom facilities.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with the provider's stated goals. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard. Although aspects of the premises and facilities at both centres visited are not ideal, overall the premises provide an appropriate and comfortable environment for both staff and students. There is a good range of learning resources at both centres, suitable for the age and needs of the young students at one centre and the more mature students at the other centre. There is a need for improvement in *Premises and facilities*.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the

context. Teachers generally receive sufficient guidance, although more could be provided at early stages of the course. Courses are well designed and reviewed but insufficient attention is paid to informing students of course and lesson outcomes and to developing students' study skills. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The schools offer safe and secure environments for both students and staff. Student needs for pastoral care are extremely well met at both centres visited. Accommodation systems are efficient and the accommodation provided is mostly of an appropriate standard with some refurbishment required. The provision of leisure opportunities is well managed and meets the wide range of student ages and needs. *Care of students* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. Safeguarding documentation is detailed and training for all adults involved with the students is thorough. Recruitment procedures and accommodation provision is mostly suitable. However, student supervision in one residence and one MC college block needs to be reviewed.

## 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.	Not 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

M2 The school has clear objectives for the future of the organisation but the plans include neither steps for achieving these plans nor the time frame for achieving them.

M3 Organograms provide a clear structure for all areas of the school, with robust cover arrangements. However, at the busiest period in the summer, academic management staff are overstretched.

M4 Communication both within the school and within centres, and between HO and centres, is generally good. However, the division of responsibilities at BH, between those provided by BH and those provided by Select, occasionally leads to breakdowns in communication in that staff of both schools are not always fully briefed about the systems and procedures of the other school.

Staff management and development	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	Met

all staff to meet the needs of the individual, the students and the organisation.	
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**Comments**

M11 Induction procedures are effective and appropriate. Of particular note is the week-long inductions for course directors and lead social programme organisers. Teachers reported that their induction, although useful, did not provide much information about teaching and planning.

M13 Year-round and summer administrative and activity staff receive appropriate training. Programmed teacher development sessions had not taken place in the first week of the course, but all teachers had received valuable feedback after observations.

<b>Student administration</b>	<b>Met</b>
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.	Strength
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**

M19 The attendance policy is clear and made known to staff and students both at induction and in written form. Procedures both for checking the attendance and for following up any absence of under 18s are thorough. Staff check attendance and notify the school office immediately if any student is missing from class or from an activity.

<b>Publicity</b>	<b>Need for improvement</b>
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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

**Comments**

The school's publicity comprises a website, a brochure and a social media presence.

M22 The brochure's mention of 'Cambridge University courses' gives the misleading impression that courses are run by the university. It is not made sufficiently clear in publicity that important aspects of the course at Barnardiston Hall are run by BH staff, not by Select staff.

M24 Information is clear and easy to find but there is no mention of the fact that BH runs a zig-zag timetable.

M29 In some documentation, an outdated version of the Accreditation Scheme marque was in use.

**Premises and resources**

<b>Premises and facilities</b>	<b>Need for improvement</b>
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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.	Not met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Not 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.	Not 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

P1 Overall the environment is comfortable for both staff and students. However, parts of BH are in need of decoration and repair. MC is generally clean, well decorated and in a good state of repair, but the residential bathrooms are in need of refurbishment.

P2 Three of the four classrooms in use at MC were very small for the maximum number of 12 students and one room at BH has a very low, sloping roof with beams, making movement around tables difficult.

P3 At MC, there is no room where students can relax and eat food outside class time or meal times. This lack is compounded by the fact that students are not allowed on the grass in most areas of the college.

P4 The standard of food at MC is very high.

P5 At MC, no signage is allowed outside or in corridors and there is very limited display space in classrooms. At BH, there was no central display for student notices and the staff room had very limited display facilities.

<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.	Strength
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

P8 There is a good range of materials at both centres, including files of lesson plans and a good number of photocopiable resources. These materials are selected to fit the requirements of the summer syllabus.

P12 Last summer's end-of-course review identified a number of omissions and inappropriate books. This review resulted in the replacement of some materials with more suitable books and the addition of extra materials.

### 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.	Strength

#### Comments

T1 Three of the 10 teachers working at the time of the inspection at the two centres visited do not have a Level 6 qualification. All three of the rationales were accepted within the context of this inspection as they showed that

individually these teachers have appropriate experience of the world of work and/or engagement with post-school learning.

T2 Two teachers working at the time of the inspection at the two centres visited do not have appropriate ELT/TESOL qualifications. One teacher, working with young adults at Select, has qualified teacher status for post-secondary teaching and has worked for three years with late teenagers, partly teaching English language; while the other, who has an initial ELT/TESOL qualification that does not meet Scheme requirements, has extensive experience of teaching EFL to young learners of the same age range as he teaches at Select English. Both rationales were accepted within the context of this inspection.

T4 The school DoS and all of the ADoSs are TEFLQ and have a wide range of experience appropriate to the students and courses they are working with.

<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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T7 The ADoS attached to each centre – but not based there full time – is the first line of cover. This is not an ideal situation, particularly at BH, which is around 45 minutes' drive from Cambridge. However, with its zig-zag timetable, one of the BH teachers supervising social activities in the period when they are not teaching, can provide cover; while at MC, the course director is TEFLQ and can also provide cover.

T9 In the first week of the courses running at the two centres visited, the two ADoSs spent much of their time carrying out full observations of the teachers new to Select or new to teaching, as well as troubleshooting at other centres. This resulted in teachers only receiving guidance and support through observations. This programme of observations meant that the ADoSs were not available to offer more general support or to run short development sessions in each centre, leaving course directors, one of whom had a full teaching timetable and the other of whom was organising the social programme and in charge of welfare and safeguarding, as the sole providers of support and guidance.

T10 All summer teachers have at least one full observation with opportunities for more, whether a drop-in or a further full observation. Detailed and very helpful feedback includes action points and the teacher also completes a self-reflection document. Teachers praised these observations highly.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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

T12 Course design is 'reviewed' at a weekly level, when students are asked to choose from a list of topics for the following week and at an annual level, when staff and student feedback informs the end-of-summer review. Changes since last summer include the removal of some grammatical topics and the introduction of topics of greater interest to young learners.

T13 Although teachers produce weekly plans, these were usually not made available to students.

T15 Students are given notebooks but only limited attempts are made to help students to develop study strategies relating to note-taking and vocabulary storage. Teachers were encouraging diary writing in some classes.

<b>Learner management</b>	Met
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.	N/a
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

All criteria in this area were fully met.

#### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All

#### Comments

All teachers were observed at both centres.

<b>Teaching: classroom observation</b>	Met
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.	Not 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.	Strength
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

T24 This criterion is met because teachers were teaching to the syllabus, which is designed specifically to meet the learning needs of these students.

T25 Learning outcomes were very rarely made known to students.

T27 In the majority of lesson segments observed, teachers gave clear instructions, organised pair and group work efficiently and sensitively and used the interactive whiteboard well. In the best segments, control of the class was effortless and highly effective.

T28 In the best segments, correction was quick and effective, with the teacher making use of a variety of correction techniques. In weaker segments, teachers were too involved in activities to notice error, let alone correct it.

T30 In nearly all of the classes observed, students were fully engaged and learning in a positive atmosphere.

Teachers in the majority of classes had created a good rapport.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory, with the majority being satisfactory. Teachers provided appropriate models of English, and the content of most classes was



adapted to the needs of the students. Learning outcomes were not generally specified or shared with students. Teachers used a range of teaching techniques, in most cases appropriately. Some teachers provided useful feedback, while others failed to correct at all. In nearly all cases, students were involved in their lessons.

## Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 Risk assessments are very comprehensive. There is a designated health and safety officer and specialist training is provided including fire marshal training.  
W2 A clear and concise plan is available with an additional simplified student version with key information.  
W3 Welfare provision is tailored appropriately to different age groups and sites. Staff across all the team - teaching, social activity and accommodation - are proactively involved and pastoral care is effectively managed.  
W8 Provision is very good at the sites visited including, for example, an on-call nurse at BH, first aiders at all premises, access to a local doctor and staff availability to support students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Not met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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

### Comments

W9 The age and quality of accommodation available across the sites ranges from excellent to just satisfactory, depending on the age and type of building. For example, there are modern, single en-suite bedrooms in the Cambridge purpose-built residences, comfortable homestays, traditional preparatory school dormitories and basic college rooms in beautiful surroundings. The bathroom facilities at BH and MC are in need of refurbishment.  
W10 Laundry provision is good across the accommodation provision but cleaning at MC and BH is inadequate.  
W15 The food provision at MC, and the two residences visited is of a very high standard with well-balanced and varied menus. Students commented positively on the standard of food available. The food at BH is of a satisfactory standard.

<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

#### **Comments**

All criteria in this area were 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.	Met

#### **Comments**

Both criteria in this area were fully met.

<b>Leisure opportunities</b>	Met
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### **Comments**

W26 Risk assessments at BH and MC are in place but do not include guidelines on how to respond to situations where students are at risk.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Met
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.	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.	Met
S7 There are suitable arrangements for the accommodation of students.	Not 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**

All students at BH are under 18 and 65 per cent of students at MC were under 18. These figures remain constant throughout the four weeks the courses run.

S1 BH has its own year-round school policy. MC uses the generic Select policy produced for MC and the other Select sites. Both policies meet the criteria.

S4 Most of the recruitment procedures are appropriate but BH staff do not renew BH staff DBS checks every three years.

S7 Homestay accommodation, BH accommodation and the school-owned residence visited are appropriate. Supervision of the boys' accommodation, a self-contained flat with six individual ensuite rooms in the independent residence, is not suitable. The female house manager was resident in the girls' flat the other side of the staircase area. Non-Select students and adult Select students are housed in the same accommodation block. At MC a 20-year-old male student was accommodated in a house designated for girls, including some under 18s.

### 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 The items sampled were satisfactory.

## Organisation profile: multicentre

### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2008 (Select English Cambridge 1997)
Last full inspection	2014
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) by this multicentre organisation	Specialist courses in science, art and musical theatre
Other related accredited schools/centres/affiliates	Select English year round
Other related non-accredited schools/centres/affiliates	St Andrews College, Cambridge

### Private sector

Date of foundation	1991 (parent organization founded in 1969)
Ownership	Name of company: Select English Ltd (subsidiary of St. Andrew's Tutorial Services Ltd) Company number: 1835460
Other accreditation/inspection	N/a

### Premises profile

Address of Head Office (HO)	13 Station Road, Cambridge CB1 2JB
Location of centres offering ELT at the time of the	Cambridge Juniors and English Plus, 13 Station Road,

inspection but not visited	Cambridge CB1 2JB Culford School, Bury St Edmunds IP28 6TX Select Adults, 89 Regent Street, Cambridge CB2 1AW Tudor Hall School, Wykham Park, Banbury OX16 9U
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	Fitzwilliam College, Storey's Way, Cambridge CB3 0DG

<b>Student profile at peak at all centres</b>	Collated totals in peak week: 16/07/18 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	90
17 years and under	497
<b>Overall total</b> of ELT/ESOL students shown above	587
Predominant nationalities	Italian, Spanish, German, Chinese, Polish, Russian

<b>Staff profile at peak at all centres and HO</b>	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	67
Total number activity managers and staff	24
Total number of management (non-academic) and administrative staff	13
Total number of support staff (e.g. houseparents, matrons, catering)	19

<b>Course profile (across all centres covered by this accreditation)</b>				
<b>Course profile</b>	<b>Summer</b>		<b>Other times of year</b>	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<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"/>
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"/>

<b>Comments</b>
<p>General English vacation courses are offered at Cambridge Juniors, Station Road, Cambridge (14–17 years), Culford School (12–16 years), Select Adults, Regent Street, Cambridge (17+ years), Barnardiston Hall (7–13 years), and Magdalene College (16–24).</p> <p>Closed-group courses for Japanese students are run at Fitzwilliam College (15–16 years) and Tudor Hall (14–15 years).</p> <p>Specialist courses in English plus Science, English plus Art and English plus Musical Theatre are run as part of the Cambridge Juniors programme.</p> <p>17 year-olds are enrolled on the Select Adults course. There are no one-to-one courses.</p>

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Barnardiston Hall	
<b>2. Name of centre</b>	Magdalene College	
<b>3. Name of centre</b>	Cambridge Juniors and English Plus (only accommodation was visited)	
<b>4. Name of centre</b>		
<b>5. Name of centre</b>		
<b>Student profile</b>	Totals at inspection: centres visited	Totals in peak week: centres visited

Centres	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100			100	100	100		
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	10	0			0	10	0		
Full-time ELT (15+ hours per week) aged 16–17 years	0	22	87			0	22	87		
Full-time ELT (15+ hours per week) aged under 16	69	0	124			69	0	124		
Part-time ELT aged 18 years and over	0	0	0			0	0	0		
Part-time ELT aged 16–17 years	0	0	0			0	0	0		
Part-time ELT aged under 16 years	0	0	0			0	0	0		
<b>Overall total of ELT/ESOL students shown above</b>	69	32	211			69	32	211		
Junior programmes: advertised minimum age(s)	7	16	14*			7	16	14*		
Junior programmes: advertised maximum age(s)	13	25	17			13	25	17		
Adult programmes: advertised minimum age	n/a	16	n/a			n/a	16	n/a		
Typical length of stay (weeks)	2	2	2			2	2	2		
Predominant nationalities	Italian, Spanish, German, Chinese, Polish, Russian					Italian, Spanish, German, Chinese, Polish, Russian				

\*13 if in group living in residence

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	6	5				7	5			
Total number of activity managers and staff	6*	1				6*	1			
Total number of management (non-academic) and administrative staff	5*	0				5*	0			
Total number of support staff	7*	0				7*	0			

\*Barnardiston Hall staff

### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience					
<b>Total</b>	1	1			

#### Comments

The year-round director of studies (DoS) oversees three assistant directors of studies (ADoSs), each of whom is responsible for the academic management of at least one centre. The DoS is based at head office, while the two ADoSs responsible for the academic management of the Barnardiston Hall (BH) and Magdalene College (MC) courses spend at least two days a week at their course centre. All of these four academic managers are TEFLQ. When an ADoS is not present, academic management is in the hands of the course directors. At BH, the centre director, who is only TEFLI, was teaching a full timetable; while at MC, the centre director, who is TEFLQ, was also responsible for the social programme, welfare and safeguarding.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	5	3			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	1			
Teachers without appropriate ELT/TESOL qualifications.	1	0			
<b>Total</b>	6	4			

#### Comments

None.

### Accommodation profile

Centres	1	2	3	4	5	1	2	3	4	5
<b>Numbers at time of inspection: at centres visited</b>										
Types of accommodation	Adults					Under 18s				
<b>Arranged by provider/agency</b>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0	0			0	0	113		
Private home	0	0	0			0	0	0		
Home tuition	0	0	0			0	0	0		
Residential	0	10	0			69	22	95		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
<b>Arranged by student/family/guardian</b>										
Staying with own family	0	0	0			0	0	3		
Staying in privately rented rooms/flats	0	0	0			0	0	0		

<b>Overall totals adults/under 18s</b>	0	10	0			69	22	211		

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	69	32	211		