

Organisation name	St Giles International, Cambridge
Inspection date	27–28 March 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, because of the very recent change in ownership a spot check is recommended within six to 12 months to focus on the consolidation of St Giles methods and practices.

### **Summary statement**

The British Council inspected and accredited St Giles International Cambridge in March 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 [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of learner management, and teaching.

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

## Introduction

The first St Giles school was established in London in 1955 and the St Giles group remains a family-owned organisation. The New School of English (NSoE) was purchased by the St Giles International group on June 26 2017, but continued to trade as the NSoE until it was rebranded as St Giles International, Cambridge on 8 January 2018. The school in its current mode of operation has only been established since this date.

The NSoE managing director left at the end of June 2017. The registrar and sales managers left in December 2017. The NSoE principal was asked to stay on as principal throughout the summer; she officially stepped down from her post in mid September 2017, but after two weeks' annual leave she returned to the school for two days a week during October to support the acting DoS until the new principal arrived to start work at the end of October 2017. Apart from these management staff changes since the change of ownership, there have been several academic and welfare staff changes.

A major refurbishment of the main site began at the end of November with a view to completion in time for the opening of St Giles, Cambridge. Some of the work was still on-going at the time of the inspection.

The inspection took place over two days with two inspectors. They met the principal, the acting director of studies (DoS), the finance officer, the accommodation officer, the welfare officer and the temporary administrative assistant. They held focus group meetings with a group of students and with the teachers. All teachers timetabled to teach during the inspection were observed. One inspector visited three homestays and a residence. The other visited the school's additional premises (the annexe) to be used at peak periods.

## Address of main site/head office

St Giles International Cambridge, 52 Bateman Street, Cambridge CB2 1LR / St Giles International Head Office, 154 Southampton Row, London WC1B 5JX

## Description of sites visited

The main teaching premises are in a residential road near the station within easy reach of the city centre. The building is a three-storey Victorian house with a basement. There are nine classrooms over the three floors, a staffroom and staff kitchen, a café/student common room, offices and a reception area. A paved terrace area for staff and student use extends to the rear of the building.

Additional premises, a ten-minute walk away, provide three classrooms, an office and a student relaxation area.

Course profile	Year round		Vacation only	
	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 checked="" type="checkbox"/>	<input checked="" 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

Courses running at the time of the inspection:

General English courses including examination preparation classes (IELTS and an advanced externally validated English examination) are run. Courses consist of 20 or 28 lessons per week amounting to taught hours of 16 hours 40 minutes per week or taught hours of 23 hours 20 minutes per week. Four levels from pre-intermediate to advanced were running during the inspection week.

English for Business runs in the afternoons for eight lessons per week. This is combined with a 20-lesson morning general English course.

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All lessons are for 50 minutes, and 16–17 year-olds are enrolled on adult courses.

### Accommodation profile

The school offers homestay, private home and residential accommodation. Most homestays are provided directly by the school, but a small number are provided by an agency working with the school. The residential accommodation is privately owned and run and the school makes use of a specified number of rooms. It is located within walking distance of the city centre and of the school. Homestay and private home accommodation is either within walking distance or close to a bus route.

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### Summary of inspection findings

#### Management

The provision meets the section standard. Strategic and quality management is effective. The St Giles group has rigorous policies for staff monitoring, but these have yet to be fully implemented in the Cambridge school because of the recent change of ownership in January 2018. The management structure is clear, with effective lines of communication. Student administration is carried out sensitively and efficiently. Publicity material is generally accurate, but there are a few areas where the Cambridge school information is not up to date.

#### Premises and resources

The provision meets the section standard. Most of the premises and facilities have recently been refurbished to a very high standard, providing staff and students with a comfortable environment for effective work, study and relaxation. However, at the time of the inspection not all the refurbishment work had been completed.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers and the academic management team have appropriate qualifications. Overall programmes of learning are well managed to the benefit of students. Teachers are well supported, but not all of them have had lesson observations or appraisals. Academic management is carried out efficiently and course design takes into account the needs of students. No clear syllabus has yet been developed for the afternoon general English course. The teaching observed met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard. Care of students is good and an experienced welfare officer is in post, who is known to students. Accommodation is of a good standard overall, and the student residence being used is of a particularly high standard. Not all homestays have been visited in the past two years. The modest leisure programme is run efficiently.

#### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. A comprehensive safeguarding policy is in place and is made known to staff, students and accommodation providers. Safer recruitment practice is followed. Supervision is appropriate to the ages of the students and arrangements are communicated to parents/guardians. Suitable accommodation is provided.

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### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
<b>Comments</b>	
<p>M2 The principal has prepared a document giving an overview of the changes since the new ownership and a clear statement outlining the necessary planning for the near future, relating mainly to ongoing implementation and reinforcement of St Giles processes, recruitment, refurbishment and performance improvement.</p> <p>M3 The management and administrative structures of the St Giles International Group and of the Cambridge school are clear and have been made known to staff. At the time of the inspection a DoS had not been appointed, but the post was covered by an acting DoS, who had held a similar position in the NSoE. The position of registrar was also vacant; the finance officer and temporary administrative assistant in the Cambridge school are supported by the senior registrar and the team of registrars in the Brighton school. Administrative job descriptions indicate that staff should be familiar with all aspects of work in the office and therefore be able to cover for absent colleagues.</p> <p>M4 The school became part of the St Giles International group at the beginning of January 2018; effective communication between the school staff and the wider St Giles group is being established with visits from senior head office staff to give information about St Giles policies and procedures, and Cambridge staff have had the opportunity to visit other schools in the group. Within the school there are scheduled regular meetings for administrative and teaching staff.</p> <p>M7 At the time of the inspection the school had been operating as part of the St Giles group for less than three months, therefore the school review process is ongoing (see M2). However, as a result of an initial review some significant changes have been made to improve the quality of the provision. These include reducing the maximum class size from 14 to 12, controlling the school's capacity with no more than 12 classrooms to be used and the installation of a new fire alarm system. The St Giles International quality management project (QMP), which is carried out quarterly, measures and monitors the quality of services provided to students and staff. Student and staff feedback informs future planning. The annual conferences for teachers, DoSs and principals provide further opportunities for review and the sharing of ideas and experiences.</p>	

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

<b>Comments</b>	
<p>M12 Although the St Giles group has clear and rigorous policies for monitoring staff, there has been insufficient time for staff in the Cambridge school to fully implement the appraisal and lesson observation policies (see T10).</p> <p>M13 The St Giles group organises annual conferences for managers, DoSs and teachers. All staff are encouraged to attend relevant external training courses for which expenses are paid. Some financial assistance is available for staff who wish to upgrade their qualifications. CPD in Cambridge has taken place since early December 2017. Sessions have focused on the implications of the move to the St Giles group, safeguarding and practical EFL sessions.</p>	

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local	Met

contact details for students, and their designated emergency contacts.	
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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

M14 As yet the Cambridge school has not been able to appoint a registrar, however student administration is carried out very efficiently with Cambridge bookings being dealt with by the Brighton team of registrars. Bookings are entered on the group database and are then accessible to the Cambridge finance officer and the temporary administrative assistant. The office staff are extremely helpful and courteous.

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

#### Comments

The main medium of publicity is the St Giles International website. There are also printed copies of the main course guide and course dates and prices that can be sent or given to students or agents as hard copies or as PDFs. Social media sites are used.

M22 Generally the information contained in the publicity is accurate, but some information is misleading as the self-access centre and the library described are not yet in working order. After the inspection 'coming soon' was added to one area of the website, but in other areas there are still claims that the school has a self-access centre.

M25 The costs of the leisure programme in the Cambridge school had not been added to the website social programme calendar. Shortly after the inspection the costs were added and this is no longer a point to be addressed.

M26 The under 18s section on the website gives detailed notes for parents/guardians. The level of supervision of under 18s on adult courses is clearly set out. The safeguarding policy is also on the website.

M27 Descriptions of the types of accommodation are accurate, but the fact that some accommodation is arranged by an agency is not made clear.

## Premises and resources

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

#### Comments

P1 Most parts of the premises have recently been refurbished to a very high standard, however the refurbishment of a few areas in the main school and the annexe have not yet been completed.

P2 There is a sufficient number of classrooms; most can accommodate the maximum class size of 12 students. The classrooms in the main school are very well decorated providing light, airy and attractive rooms. The new classroom furniture is appropriate. Classrooms in the annexe were not in use and were being renovated at the time of the inspection.

P3 As part of the refurbishment the student common room has been made into a café. It remains a comfortable and spacious area for students. Students can also use the paved terrace area at the rear of the building.

P4 At the beginning of the inspection free drinking water was not available for students. Free bottled water and paper cups were put in the café by the end of the inspection and this is no longer a point to be addressed.

P6 The staffroom is now located in a different area of the school. There is just enough space for the current staff, but teachers and inspectors were concerned that there would be insufficient space during the summer peak period.

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

#### **Comments**

P7 Since January 2018 all students have to buy a coursebook from the bookshop in the school, usually on the second or third day once their level is confirmed. Until this point photocopied material may be given. In some circumstances e.g. short-stay students and those who join a course near the end, coursebooks can be borrowed on payment of a deposit. Students are also given additional materials to supplement the coursebook and readers are available for students to borrow.

P9 Interactive whiteboards (IWBs) have been installed in all the classrooms and teachers have received initial training in the use of the technology. There are currently only two computers for teachers' use in the teachers' room; they have two dedicated shared drives with a wide range of academic resources. A set of tablets is available for teachers to use in class. For technical support an external IT maintenance company, used by all schools in the group, can be contacted for advice and online/remote repairs. Problems with the new IT infrastructure are ongoing resulting, on occasions, in limited internet access for administrative and teaching staff.

P10 The location of the self-study centre has been changed, but is not yet in use (see M22).

P12 Since the change of ownership a full-scale review of teaching and learning resources has been undertaken (see P7 and P9 for examples of implementation).

### **Teaching and learning**

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

#### **Comments**

T4 The academic management team is not yet complete. The post of DoS has been advertised, but no appointment has been made. The principal and the acting DoS both have a TEFLQ qualification and substantial relevant experience.

<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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

T8 Practical advice concerning continuous enrolment is given in the teachers' guidelines. The general English timetable is organised effectively so that new students can fit in academically and existing students' lessons are not disrupted. New students give the teacher a record card with the test score and some indication of their basic language goals and future ambitions. They also have an individual tutorial early on in their course.

T9 As the acting DoS is based in the staffroom she is available to provide some support for teachers. The teachers expressed their appreciation of her help and guidance, but felt the appointment of a permanent DoS would contribute to more substantial support.

T10 Lesson observation and appraisal are integral parts of the St Giles group QMP, but as the Cambridge school has only been a St Giles school since January, these monitoring procedures are work in progress and not yet fully operational. Some, but not all, staff have been observed and appraised. However, the principal has drawn up schedules for the outstanding appraisals and observations to take place in the near future.

<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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength
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

T11 The course design for all courses is based on a learner-centred approach with an emphasis on learner autonomy. The Common European Framework of reference (CEFR) levels and 'can do' statements have been introduced to teachers recently. Teachers will be expected to use the levels as a planning guide. A theme-based approach has been introduced for the afternoon general English courses; teachers are guided by the CEFR 'can do' statements, but as yet a standardised syllabus has not been developed for afternoon classes.

T12 With the new ownership there has been a full review of course design. All courses are now more structured following carefully selected coursebooks. The review process is ongoing.

T15 Teachers are given sample timetables which indicate that some time in the last two lessons on Friday mornings should focus on activities which help students to become more independent learners. Sets of dictionaries are available for developing vocabulary skills and students are encouraged to buy a notebook for recording new vocabulary. When students have their booking confirmation letter they are given a code to access the St Giles e-learning zone for 12 months. Students can then access a wide range of resources, including practice exercises, weblinks, videos and a dictionary.

<b>Learner management</b>	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to	Strength

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

### Comments

T17 The placement procedures are thorough and effective. Prior to arrival students have the opportunity to submit a pre-course test, consisting of a gap-fill task and a postcard written to a member of the academic staff. On arrival students take the St Giles written placement test and also have a structured oral test in pairs. Students are asked to fill in their student record card indicating their language goals.

T18 Student progress is assessed in a variety of ways. Homework is set on a daily basis. Teachers rank students at the end of each week and progress tests are given fortnightly with results being recorded. The test is followed by a one-to-one feedback session with the main teacher. Additional progress and achievement tests are available for longer-stay students.

T19 Class changes are carried out efficiently. Teachers monitor the performance of new students and discuss any potential changes with the acting DoS. After the induction period movement between classes involves the acting DoS and the two teachers involved. The regular monitoring and recording of progress and the one-to-one feedback every two weeks ensure that students are well supported and that the teachers can make informed decisions about level changes.

### Classroom observation record

Number of teachers seen	8 (including the acting DoS)
Number of observations	8
Parts of programme(s) observed	General English, English for Business

### Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers produced accurate models of spoken and written English at appropriate levels with suitable exemplification in meaningful contexts. Stronger teaching demonstrated knowledge of a range of language, including models on the board with phonetic script, word stress marking and reference to word class.

T24 Detailed student profiles for most classes identified student needs and priorities which were reflected in the lesson content.



T25 Most lessons were carefully prepared with a coherent sequence of activities. Although teacher aims were expressed clearly, some plans failed to focus on learner outcomes. The content of the lessons was displayed in the classroom and objectives were usually shared with students at the beginning of lessons.

T26 A range of appropriate techniques was seen; there was effective nomination and elicitation of ideas and language. Pronunciation was taught well in the stronger lesson segments, with sufficient individual practice. There were some good examples of vocabulary presentation and practice.

T27 Generally, teachers managed the classroom environment well. There was competent use of IWBs in most lessons. Instructions were usually given clearly. Useful handouts and worksheets had been prepared.

T28 Teachers monitored and supported students in pairwork and small group mode, ensuring that students had the help that they needed. Generally, teachers corrected appropriately. In the stronger lesson segments peer correction and peer modelling were used.

T29 Evaluation of learning was achieved through the monitoring of students working individually or in pairs or groups, in and through freer practice assessment activities.

T30 Lessons were conducted at a suitable pace. Students were fully engaged, participating enthusiastically in activities. There was a purposeful learning atmosphere in all lessons and a good rapport between students and teachers. Teachers provided opportunities for personalisation. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from students about their teachers and their lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard overall, ranging from very good to just satisfactory, with the majority being good. Most teachers produced accurate models of spoken and written English. Lessons were generally well focused and structured, although some learning outcomes were too general, reflecting what the teacher planned to do rather than what the outcomes for the student were planned to be. Most teachers used a range of techniques to good effect and appropriate resources were used competently. Teachers monitored and supported students in pair and groupwork. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed. *Teaching* is an area of strength.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Not met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Risk assessments of the premises are comprehensive and actions taken are recorded. A full health and safety policy statement has been produced. Monthly timed fire evacuation drills take place and fire marshals are appointed. First aid provision is good. Due to the configuration of the premises, access through the main entrance is not monitored and there is no CCTV coverage.

W3 An experienced welfare officer is available to meet students' needs for pastoral care. Students are aware of who to approach. A poster with photographs of staff is placed on noticeboards in classrooms. Particular care is taken over the pastoral care of under 18s.

W4 The school has a student disciplinary code which includes reference to abusive behaviour and posters are displayed in classrooms. Guidance on recognising abusive behaviour and advice on responding to it are included in staff handbooks and, in a shortened form, in the student handbook. There are firewalls on the school's Wi-Fi and PCs. There is a Prevent policy in place and a designated Prevent lead. A statement on British values is included in

the student handbook.

W6 The school offers a transfer service from points of entry and this operates efficiently, using a local taxi company. Travel information for those not using the transfer service is only provided for groups. Information for individuals would normally be available on the St Giles group's website, as it is for other schools in the group, but details for the Cambridge school have not yet been added.

W7 Comprehensive information on aspects of living in the UK and locally is provided in the student handbook. This information is up to date, is relevant to students' needs and interests and is readily accessible.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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 All homestays visited were of a good standard. The privately run student residence used by the school is of a very high standard. Student rooms in the residence are ensuite and provide cooking facilities and a refrigerator. Additional facilities include an equipped exercise zone, steam rooms and washing machines and dryers.

W11 Not all homestay provision has been reinspected within the past two years, but those still requiring visits have been identified and steps have been taken to clear the backlog. Fire risk assessments and Gas Safe certificates are checked annually. Residential accommodation has been inspected recently.

<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

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

W21 Although students can obtain information on request, there is no indication of its availability and no written information is readily available.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and	Met

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

### Comments

W23 Information is available about local activities of potential interest to students. The school advertises commercially run weekend excursions and can book these for students on request.  
W24 A modest social programme is offered, with limited take-up. The school is currently investigating options for expanding and enhancing the provision.

### Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
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.	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.	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

At the time of the inspection only one student under 18 was enrolled. The number increases substantially in summer, with an estimated 46 students in July.

S1 A safeguarding policy is in place and meets all Scheme requirements, including a code of conduct and guidance on dealing with safeguarding issues. The code of conduct and the guidance on dealing with safeguarding issues are both well formulated and are sensitive to the needs and circumstances of 16 and 17 year-old students.

S2 The policy is available to consult on the school's website and is included in the student and staff handbooks. It is also communicated to homestay hosts. The designated safeguarding lead has received training to specialist level and the safeguarding person to advanced level. All other staff are trained to basic level. Reporting procedures are set out in the teachers' handbook and are outlined in the student handbook. Homestay providers are made aware of the policy and the code of conduct.

S3 A well-designed parental consent form is used and parents/guardians are required to complete and sign it before a booking can be finalised. The form includes authorisation for medical treatment and agreement to the time by which students must return to their homestay at night. Parents may set an earlier curfew if they wish, but not a later one.

S5 Teachers are alerted to any under 18s in their classes and special arrangements are in place to identify and respond to any absences, which are immediately followed up. The welfare officer monitors under 18s closely and meets with them on a weekly basis.

S6 It is made clear to parents at the booking stage that 16 and 17 year-olds are attending adult courses and that they are not supervised outside class times. Students are given advice on safety and are required to be at their homestays at night by a stated time.

S7 Unless staying with parents/guardians or relatives, all 16 and 17 year-olds are required to stay in homestay accommodation.

## 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

Inspection history	Dates/details
First inspection	1985 (as New School of English)
Last full inspection	2013 (as New School of English)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	St Giles has four other year-round centres in the UK, in Brighton, Eastbourne, and two in London, that are also accredited. The group also has two year-round schools in the USA and one in Canada, and seasonal schools for Juniors throughout these countries.
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1962 (New School of English) 1955 (St Giles International) 2018 (St Giles International Cambridge)
Ownership	Name of company: New School of English (trading as St Giles International Cambridge) Company number: 596651
Other accreditation/inspection	N/a

## Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	The Courtyard, George IV Street, Cambridge CB2 1HH (known as the annexe) Used during peak months of June–August, three extra classrooms

## Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	52	150

Full-time ELT (15+ hours per week) aged 16–17 years	1	46
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>53</b>	<b>196</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–70	16–70
Adult programmes: typical length of stay	19 weeks	9 weeks
Adult programmes: predominant nationalities	Brazilian, Turkish	Brazilian, Turkish, Swiss

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	18
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	2	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
<b>Total</b>	<b>2</b>
<b>Comments</b>	

The principal is not scheduled to teach; she may occasionally cover for absent colleagues. In the absence of a DoS the acting DoS is either given remission from her teaching or paid for eight additional hours in order to support the teachers and carry out academic management tasks. During the inspection she was teaching for approximately 16 hours per week.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
<b>Total</b>	<b>7</b>
<b>Comments</b>	

None.

#### **Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>	44	1

Homestay	36	1
Private home	4	0
Home tuition	0	0
Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	8	0
Overall totals adults/under 18s	52	1
Overall total adults + under 18s	53	