Inspection report

Organisation name	Stafford House School of English, Cambridge
Inspection date	7–8 September 2016

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend accreditation with a spot check in the first 18 months. However, documentary evidence must be submitted within six months to demonstrate that the weaknesses in C4 have been addressed.

Summary statement

The British Council inspected and accredited Stafford House School of English, Cambridge in September 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of quality assurance, academic management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	N/a
Last full inspection	N/a
Subsequent spot check (if applicable)	October 2015 (extension spot check)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Stafford House Schools of English in London, Canterbury, Brighton
Other related non-accredited schools/centres/affiliates	Cambridge School of Visual and Performing Arts; CATS Colleges; Foundation Campuses; Stafford House Boston, Chicago, San Diego, San Francisco, Calgary, Toronto.

Private sector

Date of foundation	14 September 2015
Ownership	Cambridge Education Group (CEG) 06020370
Other accreditation/inspection	N/a

Premises profile

Address of main site	15 and 12 Round Church Street, Cambridge CB5 8AD
Details of any additional sites in use at the time of the inspection	14 Round Church Street, Cambridge CB5 8AD
Details of any additional sites not in use at the time of the inspection	3 Free School Lane, Cambridge CB2 3QA Used in summer, up to five additional classrooms available, used mainly by other schools in CEG during term time. This summer three rooms were used.
Profile of sites visited	Round Church Street is located in central Cambridge. 12, 14 and 15 Round Church Street are buildings owned by CEG. Stafford House has the sole use of 12 and 15. Number 14, the building between 12 and 15, is occupied by Cambridge School of Visual and Performing Arts (CSVPA). The school shares the CSVPA canteen. Each building has a separate entrance from the street. Number 15 houses a large reception area with work places, a common room, a teachers' room, a shared office (principal and director of studies) and five classrooms. There are a further four classrooms and toilets in number 12. There are toilets in all the buildings.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	66	102
Full-time ELT (15+ hours per week) aged 16–17 years	8	54
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	74	156
Minimum age	16	16
Typical age range	22–27	17–21
Typical length of stay	5–9 weeks	2 weeks
Predominant nationalities	Saudi, Thai, Turkish, Italian, Colombian	Italian, Turkish, French, Thai

Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	56	81

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	15
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	5	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	7

These figures   exclude   the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☒	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Students aged 16 and 17 are enrolled on the adult courses. The school runs closed group classes for juniors. In 2016, two separate groups were hosted, one for two weeks in January with 32 students and one for one week in April with 30 students. These classes are taught in 12 Round Church Street. All students and group leaders are housed in homestay accommodation. Minimum age for these courses was 12, however for 2016/17 the minimum age for groups has been changed to 14.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	37	7
Private home	0	0
Home tuition	0	0
Residential	6	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	15	0
Arranged by student/family/guardian		
Staying with own family	1	0
Staying in privately rented rooms/flats	7	1
Overall totals adults/under 18s	66	8
Overall total adults + under 18s	74	

Introduction

Stafford House School of English, Cambridge is part of the Cambridge Education Group (CEG), which owns other accredited schools in Brighton, Canterbury and London, as well as Stafford House Study Holidays. The group also includes The Cambridge School of Visual and Performing Arts (CSVPA), CATS colleges and foundation campus partnerships with a number of universities.

The new school opened on 14 September 2015. An extension to the accreditation of Stafford House School of English, London was granted in July 2015 to cover the Cambridge school. The extension spot check was conducted in October 2015. Human resources, IT, finance and health and safety are run from CEG head office which is also located in Cambridge.

The inspection took place over two days. Meetings were held with the principal, the director of studies (DoS), the assistant director of studies (ADoS) and the student services manager. Inspectors also met staff from the head office: the managing director, the chief operating officer, the product manager, two operations managers, the academic director, and the marketing manager. Focus group meetings were held with teachers and students. Seven teachers were observed. Three homestays and two residences were visited.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☒	☐	N/a	☒	☐
M4 Communication channels	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 There is a clear management structure with a principal, responsible to the head of UK operations, a DoS and an accommodation manager. The principal has useful experience as a teacher, ADoS and subsequently as vice principal in Stafford House School of English, London. The management team is working well together and measures are in place to ensure its continuity. The principal and DoS can also cover for each other. There is also an ADoS who can cover when the DoS is away and a student services/accommodation assistant has very recently been appointed.

M3 Job descriptions are in place. However, the role of designated safeguarding person (DSP) was not included in any job description. During the inspection this point was addressed and the role was included in the principal's job description.

M4 There are very effective channels of communication within the school. There are weekly teachers' and management team meetings which are minuted. Further opportunities for informal communication are always available because the principal shares an office with the DoS and ADoS and also spends time in reception working alongside the student services staff. There are monthly meetings of the DoSs and of the principals of all the Stafford House UK schools and ongoing support and advice is available from the head office based services. There is an annual conference for staff and managers from all Stafford House schools.

M5 Human resources policies and procedures, which are all clearly set out in handbooks, are produced by head office.

M6 The status of all qualifications is carefully checked and references are taken up for all staff and teachers, but these have not always been received prior to the taking up of the appointment.

M7 Induction procedures are good and all new staff are paid to attend an initial induction. There is a useful induction checklist and a handbook for new teachers with the key points clearly outlined.

M8 The school follows the appraisal process as set by CEG. Personal objectives and a pathway of development and promotion within the school or the larger organisation are set. HR has developed a personalised improvement programme which can be put in place if more informal methods of dealing with unsatisfactory behaviour have not been successful.

M9 Funding is available for all staff to attend external training, including a diploma-level qualification. CEG has an annual conference which offers all staff the opportunity to attend workshops and presentations. Teachers are paid to attend weekly in-house development sessions and also have opportunities to teach in other colleges within the group. At the time of the inspection, two of the regular teachers were on secondment to CSVPA.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The Stafford House schools share common admissions and finance systems. Pre-arrival procedures are dealt with by staff at head office.

M13 The central database ensures all bookings and relevant details are instantly accessible. During the enrolment procedure, next-of-kin and emergency contact details are checked and these are kept updated by regular requests to students. There is remote access to next-of-kin details at all times.

M14 The attendance policy is clear to students and staff, and the procedures in place are very effective. The electronic registration process ensures that the office is aware of absentees immediately and can follow these up with appropriate action according to age and frequency.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☐	N/a	☐	☒
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments
M17 As a new school, the systems, processes and practices are under constant development and review. Some of the systems are shared over all the schools in the group and a recent major change has been the replacement of the database and the development of an online administration portal.
M18 During their first week students complete an initial questionnaire. After four weeks further feedback is collected during an end-of-module tutorial with the teacher. At the end of their course students complete a final questionnaire. Feedback and actions taken are systematically recorded and collated.
M19 Teachers are asked for feedback after their inductions and during exit interviews and they also have the opportunity to give feedback during the weekly teachers' meetings. Records are kept.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☒	☐	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments
Publicity consists of a website and brochures. These are produced centrally and cover the schools both in the UK and the USA.
M22 Generally the information is accurate and gives rise to realistic expectations. However, there is no reference made to the additional premises in use for some classes over the summer.
M23 Publicity gives an outline description of each course, including objectives and levels. The implication is that the modules described, offered as part of the intensive programmes, are all available for students to choose from, but this is not the case.
M24 Publicity does not make it clear that the school accepts closed junior groups through the year with the minimum age of 12. The minimum age stated is 16.
M26 Some homestay accommodation was arranged by a third party during the peak weeks this summer. This is not made clear in publicity.
M28 Staff are described as 'highly trained and experienced' on the website and 'highly experienced and qualified' in the brochure. This was not the case of the teachers teaching at the time of the inspection. Five of the seven teachers were not TEFLQ and two of these had completed their initial training in 2015.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students. The systems, processes and practices have become well established and are managed very effectively. Communications are very good within the school, with head office and the other schools within the group. Some information about services offered at the Cambridge school is inaccurate. There is a need for improvement in *Publicity*. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☐	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments
R1 The reception area is large and has some comfortable seating. There is only one office and this is shared by the DoS and ADoS. The principal also uses this office, but does not have a dedicated work station area. The school uses the canteen in the adjacent CSVPA building year round and, at peak times, additional classrooms in another college in the CEG group located a ten-minute walk away. There is no external space in either building. R2 The two main buildings have been renovated and decorated to a high standard and they are in a very good state of repair. The canteen in the CSVPA building is satisfactory, but has to be reached through a space which was temporarily serving as a large storage area while the CSVPA college is relocating their library. The additional premises are in a very old building which is not of the same standard as the main buildings. R4 Students use the canteen in the CSVPA building and break times are staggered so that these spaces do not get too overcrowded. There is a student lounge, but at peak times this becomes a classroom. R6 There is a small teachers' room with limited seating and work space. Teachers usually prepare their lessons in the classrooms and reported that it is too noisy to work in the teachers' room. Meetings take place in a classroom.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

Comments
R7 Students pay a deposit in order to borrow a coursebook. There are two or three up-to-date sets of courseboooks at each level as well as examination course and practice books. Stafford House Study Holidays workbooks are given to junior groups. R8 There is a good selection of photocopiable materials in addition to the coursebooks. Past schemes of work as well as a pool of resources and materials are available on the school's online facility. There are useful methodology books. R9 All the classrooms in the main buildings are equipped with interactive whiteboards (IWBs). Teachers receive training on their use during their induction and weekly tips and sharing of ideas during teachers' meetings. Immediate technical help is available from the technical department located in the basement of the building. R10 Students can borrow graded readers, dictionaries and exam practice books from the academic office. R12 Since the school opened, the stock of teaching and learning resources has expanded and is being developed on an ongoing basis. Teachers can make suggestions which, they reported, are responded to positively.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments
T4 The DoS has a very strong academic profile and relevant experience. She is also a tutor on a course leading to a diploma-level qualification. The ADoS is also TEFLQ. The principal is also TEFLQ and has relevant academic management experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments
T6 Experience, knowledge and personal preference are taken into account when matching teachers to courses. Teachers allocated to the junior groups have previous experience with young learners.
T8 Neither the DoS nor the ADoS is scheduled to teach through the summer and they are both available for cover. The principal can also cover.
T9 An effective system of Monday progress tests and negotiating the weekly syllabus allows new students to have their induction without missing a class. New arrivals are integrated on a Tuesday and teachers use activities to introduce new and existing students.
T10 During the weekly meetings teachers are given tips, often about using the IWB, and they are encouraged to exchange ideas. Each fortnight there is an hour-long training session, usually presented by the DoS or ADoS. The topics covered are chosen to match the profile of the teaching team and the needs as identified during observations. Peer observations are arranged, particularly for teachers to observe a module or course that they have not taught before. New teachers are 'buddied up' with a teacher with more experience. Sessions on teaching young learners are presented by a member of the Stafford House Study Holidays academic management team.
T11 Teachers are observed within their first or second week of employment. All teachers are observed regularly and have three-week and six-week reviews, which take into account observation feedback and participation in CPD. The observations focus on strengths and points to work on. Progress on negotiated action planning is followed up at the next full observation or quick pop-in.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☒	☐	☐	☒	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☒	☐	☐	☒	

T12 It is up to the teacher to decide whether to follow, or how closely to follow, one of the coursebooks in the core classes and the syllabus is negotiated with the students on a weekly basis. Teachers can refer to previous schemes of work drawn up by teachers for the module courses. There are no set frameworks for either the core or module courses. Overall, there is insufficient guidance to teachers to help them structure courses effectively.

T14 The weekly schemes of work are presented and posted on noticeboards in the classrooms on a Tuesday.

T15 Learner training is included in the coursebooks and features in the weekly schemes of work. During tutorials and in their end of course report, students are given ideas and suggestions for self study.

T16 Some teachers set specific homework or tasks to encourage students to use their language outside the classroom, but there are no specific strategies included in the courses to ensure that this happens and teachers do not receive specific guidance.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T18 Students have tutorials every four weeks, during which their progress and ongoing needs are discussed and new language targets are set. The results of the weekly progress tests are recorded

T22 Students can be referred to one of the CEG college advisers if they require help and advice.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and IELTS preparation.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers generally demonstrated a sound knowledge of the linguistic systems of English and offered clear explanations of grammar rules. In some cases phonemic symbols were used effectively and stress was marked. Modelling, both written and spoken, was good in the majority of cases.

T24 Student profiles were detailed and some differentiation was planned, although this was generally limited to providing additional tasks for any fast finishers. In the majority of segments seen, the content and themes chosen

matched the needs and cultural backgrounds as presented in the profiles.

T25 Learning outcomes were presented, although not always in language appropriate for the level of the class, in the schemes of work available on the noticeboards and on slides at the beginning of the lesson. There was a coherent sequencing of activities building towards specific language points.

T26 A good variety of teaching techniques included, in better segments, effective use of questioning, concept checking, drilling and eliciting to develop language and vocabulary. In most cases, teachers referred to language covered in previous lessons.

T27 The IWBs were used competently and for a variety of activities, including displaying course material, listening and video clips. In some cases teachers used worksheets they had produced themselves.

T28 Generally teachers gave helpful feedback on specific target language. In stronger segments errors were noted for correction after an activity, and peer and self-correction were encouraged.

T29 Student learning was evaluated through class feedback after the completion of an activity and individual monitoring during activities. Activities were designed to check if specific points had been learnt.

T30 In all cases, teachers had built very good rapport with their students. Students were engaged and aware of the rationale for what they were doing. Classes were lively and students were enjoying a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just less than satisfactory with the majority being satisfactory. Lessons were generally well planned and relevant to the needs of the learners. There was a good range of appropriate teaching techniques and the learning technology was used competently. The feedback given was generally helpful and learning was evaluated by class feedback and monitoring. Rapport between teachers and students was very good and students were engaged and enjoying a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and the academic management team are well qualified to give very effective support and guidance to the teachers to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students, although more guidance needs to be given to teachers on how to design courses effectively. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Security systems at the school premises are robust. Entry to the two school buildings is by swipe card. All staff and students are issued with swipe cards and wear colour-coded lanyards. Visitors report to reception at the main building and are required to sign in. Fire and buildings risk assessments have been carried out. Fire drills are held five times a year. Fire evacuation procedures are clearly set out; new students are informed of procedures on arrival. There are appropriate security arrangements at the residences. Thorough risk assessments have been carried out at both residences.

W2 There is a good level of pastoral care for students; all staff are committed to ensuring that students at the school are well looked after. Reception staff answer questions and provide support as necessary. A prayer room in the adjacent CSVPA building is available on request.

W3 The welfare officer has primary responsibility for dealing with students' personal problems. She is available every morning before lessons start for any student to speak to her confidentially.

W4 An appropriate bullying policy is in place. Notices in classrooms set out the policy in accessible English and give details of the support available to students. A detailed policy relating to the Prevent strategy has also been developed. Notices in classrooms mention the Prevent policy, but the information needs to be expanded if students are to fully understand the commitment of the school to the strategy. Students are informed of both policies on arrival.

W5 The school's emergency contact number is in the booking confirmation and is also on the front of the student handbook and on the back of the student card/entry swipe card.

W6 Pre-arrival information states that detailed information on transport links to Cambridge is available from the school on request. The taxi company which arranges airport transfers is well known to the school. All drivers have been DBS checked.

W7 All required information is included in the student handbook or on the main noticeboard in the student lounge. Reception staff provide further assistance as necessary and the principal is often available during breaks to answer any questions.

W8 Students' rights to medical treatment in the UK are set out clearly in the student handbook. Notices in the student lounge and in toilets give addresses of surgeries, dentists and local emergency services. Reception staff help students to make appointments on request. A nurse is available at CSVPA next door to the school.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has a register of about 70 homestay providers, a few of whom offer students a private bathroom and are classified as superior homestays. This summer a local accommodation agency was used to supplement the school's own register of homestay providers. The agency provided about 15 hosts to the school. No agency hosts were in use at the time of the inspection.

The school also offers residential accommodation in two residences in central Cambridge, both owned by CEG. Varsity House, the larger residence, is available to the school in the summer. It has 260 single ensuite rooms for adults and under 18s (16 and 17 year-olds attending adult courses). Adults and under 18s are housed in separate blocks. There are seven rooms in each flat, and a shared kitchen. Ovens and hobs in kitchens used by under 18s have been disabled; under 18s take all meals at the school canteen. There is a common room and a laundry. Entry to the site, the block, the flat and the room is by key card. The residence has a reception and 24-hour security.

Montague Lodge has 18 rooms for adult students only and is available year round. Most rooms are singles; there are a few twin rooms. All rooms have ensuite facilities. There is a large shared kitchen with relaxation area, a small outside area and a laundry. Two house parents live on site. Students are issued with key cards. This residence has only very recently started to be used by the school. It replaces a student house which is no longer available as the lease was not renewed.

One inspector visited three homestays and both residences. The inspector also spoke on the telephone to a manager at the accommodation agency to check recruitment, booking and monitoring procedures.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 The three hosts visited, all recruited by the school, were friendly and welcoming and clearly took an interest in their students. The standard of accommodation varied slightly, but all comfortably met Scheme requirements. Both residences offer modern accommodation with reasonably sized, well-furnished rooms, appropriately equipped kitchens and adequate public areas. All accommodation is within easy reach of the school, either on foot or by public transport.

W11 No hosts have been re-inspected as the school has only been operating for one year. Hosts recruited by the accommodation agency are re-inspected every two years.

W12 Homestay records are very well maintained with a full record of initial visits, Gas Safe certificates, completed

fire risk assessments, two references, signed declarations of suitability, and signed homestay provider agreements. All hosts accepting under 18s are DBS checked. See also comment under C4. The accommodation agency requires the same information, although fire risk assessments have not been completed by all hosts on the agency's register.

W13 Booking confirmations include all required information. The accommodation agency provides the school with a host profile and local travel information for inclusion in the school booking confirmation.

W14 Students provide feedback on both school and agency homestays on the initial feedback questionnaire, at tutorials and on the end-of-course questionnaire. There was evidence that any complaints are promptly followed up. The agency contacts partner schools in September to obtain overall feedback on their service. The school contacts the agency if there are any urgent problems, but this summer there were none.

W15 Students in homestay have bed and breakfast, half board or full board arrangements. Students in residences normally cater for themselves, but meals can be provided at the school canteen by arrangement. Under 18s in the residence always take all meals in the school canteen.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments
W17 The homestay handbook issued by the school and the host code of practice and guidelines issued by the accommodation agency both set out in detail the level of service required, rules, terms and conditions. The external accommodation agency has based its guidelines closely on Scheme criteria.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments
None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☒	☒

Comments
W24 Notices in the student lounge give information and advice about renting private accommodation. The information is also included in the student handbook. W25 The school does not recommend any other accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐

	Not met	Met	Strength	See comments	N/a
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 The school has leaflets about local attractions and festivals. There is also information about opportunities for volunteering in Cambridge. The student handbook lists activities students can do independently in Cambridge.

W27 The leisure programme was previously organised by an activity leader. It is now run by the welfare and accommodation officer. Three free activities and two paid activities are offered by the school every week. A weekly local tour is aimed mainly at new students. Activities are led by teachers or the receptionist. Weekend excursions and mid-week theatre trips are organised by an external travel company. Two focus group meetings have been set up to elicit feedback on the leisure programme; new activities have been introduced as a result. The programme is strongly promoted in the school and is also on the website.

W28 A detailed guide on ensuring the safety of students on activities, excursions and transfers is provided for all leaders. This includes guidelines on supervising free time, dealing with common problems on activities and excursions, and emergency procedures. Risk assessments have been developed for all activities organised by the school. Teachers access these online before leading an activity and initial the relevant risk assessment to confirm they have read it. Risk assessments and confirmation of insurance arrangements have also been obtained from the external company offering excursions.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are all well met. The accommodation provided is of good quality and the management of the accommodation systems works to the benefit of students. The leisure programme is well organised and enables students to take full advantage of the attractions of Cambridge and the surrounding area. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☒	☐	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

Students aged 16 and 17 years are accepted on the adult courses. At the time of the inspection eight under 18s were enrolled on the adult courses. Three closed groups of junior students have been accepted since the school opened. Ages ranged from 12 to 17 years. Since the beginning of this year the minimum age of students in closed groups has been raised to 14 years.

C1 The school has a detailed and appropriate safeguarding policy, which includes a safer recruitment policy.

C2 The safeguarding policy is made known to staff at induction and at teachers' CPD sessions. The homestay handbook and the group leaders' handbook both include information about the safeguarding policy. The principal, the student services manager and the DoS have had specialist safeguarding training. All staff have completed online basic safeguarding training. Hosts are encouraged to take a course in basic safeguarding.

C3 The publicity does not set out the level of pastoral care provided for under 18s or state clearly that 16–17 year-olds enrolled on adult courses are not supervised outside lessons.

C4 In a few cases references had not been taken up on teachers before they were employed. All staff have been DBS checked. All hosts accepting under 18s have been DBS checked. The school is aware that all adults in homestay accepting under 18s need to be checked. About half the required checks have been completed. The accommodation agency arranges DBS checks for hosts accepting under 18s. Checks are carried out on the main carer only. The school requires evidence from the agency of a completed suitability check on each occasion an under 18 is placed with one of the agency's hosts. Evidence of police checks was provided for all group leaders.

C5 Under 16s are always taught in closed groups. Students attending in closed groups have separate activities.

They are always accompanied by group leaders. All under 18s are identified by colour-coded lanyards while they are at the school or on activities. Students aged 16 and 17 years integrated into adult classes are excluded from some social activities.

C6 Junior groups are placed in homestay and are expected to travel independently on foot or by public transport between the homestay and the school. They normally travel in pairs. On the first day hosts take students to the nearest bus stop and students are collected from the bus stop nearest the school by a member of staff. Following afternoon activities students take an early evening meal in the school canteen and travel home independently. In the summer, some 16 and 17 year-olds on adult courses stay in separate blocks in one of the residences. The residence is within walking distance of the school. House parents monitor the under 18s and check that they have returned by 22.30.

C7 All meals are provided for under 18s, either in the homestay or in the school canteen. Supervision ratios in the residences are adequate.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 on school premises, in leisure activities and in the accommodation provided.