

Organisation name	Studio Cambridge Language and Activity Programmes
Inspection date	6 - 8 August 2013

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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation with a spot check next summer focusing on issues of the supervision of students in their free time.

Publishable statement

The British Council inspected and accredited Studio Cambridge Language and Activity Programmes in August 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language teaching organisation offers mainly residential vacation courses for under 18s and for adults (16+).

Strengths were noted in the areas of staff management, student administration, course design, 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	1983
Last full inspection	August 2009
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 schools/affiliates	Studio School Cambridge
Other related non-accredited activities (in brief)	Teacher training courses

Private Sector

Date of foundation	1954
Ownership	Limited company
Other accreditation/inspection	ISI

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
Studio Main School 6 Salisbury Villas Station Road Cambridge CB1 2JF	Sir William (SW) American International University in London Richmond-upon-Thames London TW10 6JP Sir John (SJ) Cambridge Centre for Sixth-Form Studies (CCSS) 1 Salisbury Villas Station Road Cambridge CB1 2JF	The King's School, Ely Hockerill Anglo-European College Bishop's Stortford Leighton Park School, Reading Lucy Cavendish College, Cambridge Ridley Hall College, Cambridge

Comments (including details of any additional sites used but not inspected)

The American International University in London is a residential university on the edge of Richmond Park. Studio Cambridge (SC) uses parts of two buildings on the campus. In the main building, a fine Victorian building originally built as a training centre for Methodist missionaries, SC uses residential areas, some of the classrooms, some offices, the dining area and a large student common room in the basement. In the modern library block next door, SC uses some classrooms and a lecture hall and an office used as a teachers' room. An additional student house, Parkview Residence, a three-minute walk from the campus, is used at peak. The buildings give onto a large, mature garden.

CCSS on Station Road, Cambridge, is a three-storey, Victorian detached house with a small, enclosed garden at the back. SC has the use of four classrooms on the ground and first floors, a number of temporary buildings behind the house, used as offices and as teachers' rooms, a Portakabin used as a fifth classroom, a very small students' common room, a small shed where lunches are distributed and a lawn where students eat their lunches in fine weather. All students at SJ are accommodated in Bragg House, a relatively new, purpose-built student hall used during the academic year by Anglia Ruskin University and rented during the summer by SC for its Sir John and Sir Michael centres.

Student profile	At inspection		At peak (organisation's estimate)	
Of all international students, approximate percentage on ELT/ESOL courses	100%		100%	
EFL/ESOL Students (eligible courses)	At inspection		At peak (organisation's estimate)	
	SW	SJ	SW	SJ
Total EFL/ESOL student numbers (FT/PT)	82	46	183	66
Number on PBS Tier 4 General student visas	0	0	0	0
Number on PBS Tier 4 child visas	0	0	0	0

Number on student visitor visas	0	7	2	7
Number on child visitor visas	82	39	181	59
Full-time ELT (15+ hours per week) 18 years and over	0	7	2	7
Part-time ELT 18 years and over	0	0	0	0
Under 16 years	49	0	110	0
Aged 16-17 years	33	39	71	59
Minimum age	13	16	14	15
Typical age range	14-17	16-19	14-17	16-19
Typical length of stay	Two weeks		Two weeks	
Predominant nationalities	Russian, Italian, Turkish		Russian, Spanish, Italian	

Staff profile

	At inspection		At peak (organisation's estimate)	
	SW	SJ	SW	SJ
Total number of teachers on eligible ELT courses	6	5	13	5
Number teaching ELT under 10 hours/week	0	0		
Number teaching ELT 10-19 hours/week	2	0		
Number teaching ELT 20 hours and over/week	4	5		
Total number of additional support/ancillary staff	12	8		

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The age range for SW is 14-17 but a 13-year-old was present during the inspection. The age range for SJ is 16-19 but there had been three 15-year-olds and a 20-year-old present at an earlier stage of the course. All of the students follow a general English course. Students at SW can opt for an intensive programme with afternoon lessons. At SJ, all students have afternoon lessons four days a week.

Introduction

Studio Cambridge is a very well established school which runs year-round courses for adults and summer language and activity programmes (LAPs) for juniors and young adults. The LAPs are run at seven off-site centres, with two of them – one at Ridley Hall and the other at the Cambridge Centre for Sixth-Form Studies (CCSS) - taking students aged from 16 to 19. All the course names begin with Sir, so, for example, the two centres visited during the inspection are called Sir William (in Richmond) and Sir John (at CCSS, Cambridge). Two further courses are similarly named but both of these – one running in the summer and the other in the autumn and winter – fall under the SC main school accreditation. The administration and preparation for the LAPs is the responsibility of a team of permanent staff at the SC main school, led by the academic manager and the operations manager.

At the time of the inspection, five of the courses were still running: Sir Richard in Reading (ages 10-16), Sir Laurence in Cambridge (ages 14-17), Sir Christopher in Cambridge (ages 16-19), Sir William in Richmond (ages 14-17) and Sir John in Cambridge (ages 16-19). The two centres visited, Sir William and Sir John, both offer residential accommodation only. SC has run courses at the American University in Richmond for four years and at CCSS in Cambridge for three years – but this was the first year at CCSS's site on Station Road. Previously, SJ had been run at the CCSS site in the centre of Cambridge.

At Richmond, students study for 15 hours per week (or for 21 hours on the intensive programme) for between two and nine weeks. At CCSS, students study for 21 hours a week for between two and eight weeks. When not in class, students at SW have a full social activities programme as an integral and compulsory part of the course, while at SJ, the activities programme is optional.

The inspection took three days. At SW, the inspectors interviewed the course director (CD), the DoS (known as the teacher co-ordinator at Studio), the welfare officer (WO) and assistant welfare officer, the activities co-ordinator (AC), two house managers (HMs), who head the team of SC staff looking after the residences, and the director of property services at the university. One inspector visited the residential accommodation in the company of the WO. Focus groups were held for students and teachers and all teachers were observed, as were some of the staff running afternoon activities. At SJ, the wild card centre, the inspectors interviewed the CD, the DoS and the AC. One inspector visited the residential accommodation in the company of the WO. Focus groups were held for teachers and students. All teachers were observed.

At the SC main school, the inspectors interviewed the managing director, the sales director, the operations director, the academic manager and the operations manager, as well as the Cambridge welfare supervisor.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The structure of management and administration, both within the main school and within the centres, is clear and sensible. Of particular note is the fact that many of the centres have year-round members of staff in key positions – for example, the CDs at both SW and SJ have year-round jobs at SC. Continuity in the event of absence is well catered for. Continuity from year to year is helped by the provision of excellent guidelines for key staff, adjusted each year in the light of feedback provided by each course and its staff and participants.

M4 Communication within centres is very good, with a high degree of informal, daily contact and a reasonable range of more formal meetings for each key area (academic, administrative, activities and welfare/residential), often minuted. Communication between SC main school staff and centre staff is also good, with regular visits to centres by the academic manager and the operations manager, as well as frequent phone and e-mail contact.

M5 Recruitment and appointment procedures are both clear and appropriate, with references invariably followed up (usually one written and one spoken) and effective interview protocols.

M7 All staff are DBS (CRB) checked at SC's expense.

M8 New senior centre staff have up to two weeks' induction at the main school, with returning senior staff having at least two or three days' induction (and up to one week). Residential staff have a weekend to acclimatise and teachers have the best part of a day.

M9 All staff are monitored throughout their employment and their line managers write appraisals of them at the end of the course. These appraisals include recommendations about future employment by SC. Evidence was seen of the procedures for handling unsatisfactory performance.

M10 There are few opportunities for professional development on summer courses, other than the development naturally involved in doing a job. However, DoSs provide a number of practical workshops for teachers and the long inductions are also seen as aspects of professional development for senior staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 The combination of sufficient main school staff to handle what is now virtually a year-round job and the use of a very effective database ensures that the volume of work is carried out efficiently.

M12 Most of the information about course choice is provided by agents, with back-up from the main school sales team.

M13 Enrolment procedures are highly efficient, with a maximum turn-around time for enquiries and applications of 24 hours but, in practice, this is often as little as 12 hours.

M14 The database is accessible to all course centre senior staff. Students' medical, dietary and vaccination details are collected, as well as next-of-kin contact details. On arrival, students are asked to complete a student details form which captures information that has not always been provided by parents, guardians or agents.

M15 Class registers are taken twice a day and a member of the welfare staff visits classes early in the first morning and (where applicable) afternoon class to check attendance. If anyone is absent, the student's room is visited immediately to find out the reason for the absence. Very good procedures are in place to track and record attendance at activities throughout the day, with dorm sweeps twice a day.

M16 Conditions and procedures under which a student may be asked to leave the course are clearly set out in both student and staff handbooks. Evidence for the effectiveness of these procedures was seen at one centre, where misbehaviour resulted in a student being sent home.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M18 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M19 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M18 Student, staff and group leader feedback feeds in to the end-of-course reports written by each centre's CD, DoS, AC and WO, which, in turn, inform the end-of-summer review conducted by the academic manager and operations manager. This review leads to changes for the following year. This cycle of continuing review leads to constant improvements in all areas (see R12 and T14).

M19 Feedback is collected at the end of a student's stay and action is taken through the review process outlined above (M18). However, initial feedback, carried out informally, may occasionally miss some students and might benefit from a more structured, pro-active approach.

M20 Staff provide written feedback at the end of their stay, which feeds into the end-of-summer review.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M25 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M24 Outline course descriptions can be found in the brochure but not on the website. This omission was put right during the inspection.

M25 Maximum class size is given in the brochure but not on the website. This omission was put right during the inspection. Minimum age limits specified in publicity were breached at both centres.

M27 Publicity includes a very full account of the level of care and support given to students.

M29 Publicity gives a full and accurate account of the variety of leisure activities on offer.

Management summary

The provision meets and, in some areas, exceeds the section standard. There were strengths in both staff management and student administration. Staff management is highly professional, providing efficient and effective systems alongside a caring approach to both prospective and current staff. Student administration is equally strong. Quality assurance is particularly effective in the area of review systems. Publicity gives an accurate and comprehensive picture of the provision.

Resources and environment

Premises and facilities

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

Comments

R1 SW's premises are adequate in both size and number and provide a very comfortable environment for students and staff. SJ's premises are more cramped. Although student numbers are restricted so as not to overcrowd the site, the environment is not ideal, particularly when the weather is poor.

R2 SW's premises are in very good condition – clean, well-decorated and in a good state of repair. At SJ, the rooms look very well lived-in, as the sixth-form centre that uses the building the rest of the year does very little to clear space for SC staff and students. The buildings are, however, in a reasonable state of repair and fairly well decorated.

R3 Classrooms at SW are adequate in size and number, with the exception of two classrooms that are a little crowded and do not provide sufficient flexibility of layout. All classrooms, at both centres are well lit and ventilated and free from disruptive extraneous noise. The classrooms at SJ are cluttered with spare desks and tables and do not allow for flexibility of layout, with the exception of the outside classroom. The first floor classrooms in the main building at SJ are not large enough for more than 12 students.

R4 Students at SW have the use of a large common room area in the basement of the main building, with a pleasant, enclosed outdoor area with seating, as well as the use of the university's garden. A spacious dining-room on two floors provides plenty of space for consumption of food. At SJ, students had one very small shed as a common room, along with the small garden. In wet weather, students have to stay in their classrooms. Lunch is served from

a small shed in the garden and, again, if the weather is not good, students have to eat their lunch in the classrooms. R5 Although the university does not allow much signage at SW, it is relatively easy to find rooms because of the university's own signs. Display space is not available at SW but a number of large noticeboards in the wide, main corridor on the ground floor of the main building were in use for both general notices and student work. At SJ, there is a similar problem with a lack of classroom display space, but, again, a general noticeboard outside the teachers' room provides space for display of student work.

R6 At SW, the teachers have a teachers' room on the top floor of the library with adequate space when the centre is not at peak but barely adequate when there are 13 teachers. At SJ, the teachers have a spacious and well-equipped staff room, with a separate room for resources.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Very good SC online materials, consisting of numerous lesson ideas relating to different topics and levels as well as excursion and British culture materials, more than make up for the fairly limited supply of print materials.

R8 Each centre has a good range of photocopiable materials along with the online materials mentioned above. Storage of the print materials is in boxes at SW, making it a little difficult for teachers to access them. Teachers have the use of appropriate numbers of computers and photocopiers.

R9 All classrooms at both centres are equipped with projectors and computers. Two large computer rooms, with 47 computers in all, are available for students' supervised use at SW. Students also have the use of one computer in the common room. At SJ, one classroom has seven computers for class use. Teachers are very well supplied with computers at SJ. Both sites benefit from resident technicians.

R12 The policy for continuing review and development of teaching and learning resources comes under the general review mentioned under M18. Two examples of the successful implementation of this policy are the recent introduction of extra online material to accompany excursion preparation lessons and the introduction of six online communications lessons.

Resources and environment summary

The provision meets the section standard. The learning resources support and enhance students' studies, particularly the online resources for teachers. The buildings and surroundings at Sir William provide both staff and students with an appropriate, comfortable environment for learning and teaching. At Sir John, although staff are well provided with facilities for relaxation and preparation, the classrooms and areas for student relaxation are only just adequate.

Teaching and learning

Academic staff qualifications

Professional qualifications	Profile at inspection	
	SW	SJ
Diploma-level ELT/TESOL qualification (TEFLQ)	0	1
Certificate-level ELT/TESOL qualification (TEFLI)	4	4
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)		
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)		
Holding specialist qualifications only (specify)	1	0
YL initiated		

Qualified teacher status only (QTS)		
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1	0
Total	6	5

These figures include the academic manager(s)

Comments

The figures exclude the academic manager at SW and include her at SJ.

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher at SW did not have a Level 6 qualification. The rationale was accepted within the context of this inspection.

T2 One teacher at SW did not have an appropriate ELT/TESOL qualification.

T3 The rationale was accepted within the context of this inspection.

T4 The overall academic manager, based at SC main school in Cambridge, is highly experienced and TEFLQ. He leads a team of seven DoSs, one for each centre. Of these seven DoSs, only two are not TEFLQ, one of them at SW. As the academic manager both provides a great deal of support and training during the pre-course induction and visits each site once a week, the inspectors decided that the overall academic management team provided an appropriate professional profile.

T5 The DoS at SW is not TEFLQ. The rationale provided was accepted within the context of this inspection, because of the support provided by the academic manager.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T8 Classes move to different rooms at the beginning of a week if the new class size demands it. At SW, classes have two different teachers in the morning, while at SJ, they have the same teacher all morning but a different teacher in the afternoon.

T10 When there is a new intake of students on a Monday, the whole day is given over to testing and orientation for new students, while returning students, often in amalgamated classes if any teachers are involved in testing, have lessons. When new students join their classes on the Tuesday morning, they will nearly always have met some students already, either in the residences or during the Sunday evening activity.

T11 Very good support is provided by DoSs, both in the form of daily, informal help and in the shape of almost weekly workshops. The content of the workshops is determined by what the DoS has noticed in observations and by remarks made about classroom teaching in the last report. Their very practical nature was singled out for praise by teachers at both sites.

T12 Observations at SW are done by the DoS, who is not TEFLQ. However, these observations and the accompanying feedback, had been carried out very well, with helpful pre-observation conversations and appropriate

comment in the spoken and written feedback usually restricted to a few key, practical points. In one case, where a teacher's performance was not up to standard, the academic manager did a follow-up inspection. At SJ, all observations are carried out by the TEFLQ DoS.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 The main principle underlying the course design is that all lessons should promote speaking skills - fluency and pronunciation above all – and a knowledge of British culture.

T14 Course design is an integral part of the end-of-summer review that takes teacher, student and group leader feedback into account and leads to changes and fine-tuning for the following year.

T15 Minimal descriptions are available to students in the form of the week's topic and each lesson's aims. However, there is no attempt to provide students with an outline of the week's work, whether prospectively or retrospectively.

T16 Syllabuses are provided at each level with numerous references to relevant units and pages in a range of published materials. These extend to ideas and materials for communication, British culture, excursions and project lessons. The SC on-line materials are an additional support for teachers.

T17 All students are given a small notebook with suggestions as to how to store vocabulary on the inside cover. Students were observed making good use of these notebooks. Dictionary use is also encouraged, as is attention to strategies for reading and listening.

T18 A significant part of the syllabus is devoted to ensuring that students develop their language skills outside the classroom, through the excursions preparation lessons, the communication lessons and the British culture lessons. Activity organisers were observed encouraging students to use the English appropriate to the activities they were taking part in.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T21 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T20 Most students stay for such a short time that monitoring progress is not considered a priority. However, teachers set short vocabulary tests each week. There are no tutorials for those students who stay for longer periods, sometimes for as long as eight weeks.

T23 All students receive a report on leaving. The report contains grades for different aspects of their English and one for attendance, as well as a well-written description of their performance and progress.

Classroom observation record

Number of teachers seen	6 (SW)	5 (SJ)
Number of observations	11	

Parts of programme(s) observed	All
Comments	
At SW, all three parts of the programme (morning topic and morning excursion lessons, as well as afternoon project lessons) were observed. At SJ, morning and afternoon lessons were observed.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T25 Lesson plans were only seen at SW as SJ was a wild card visit. Most of the plans seen had useful class profiles, anticipated problems and suggested solutions and well-expressed aims, although occasionally aims were expressed in terms of what the teacher was going to do rather than in terms of learner outcomes. Materials were usually well chosen.

T26 Lessons were logically staged, with one activity flowing naturally into the next.

T27 Teaching techniques were generally well used with good questioning and checking of understanding in most segments, some effective elicitation and drilling and some appropriate concept checking. However, some of the drilling was very half-hearted and teachers frequently omitted to listen to what students were saying and how they were saying it. Vocabulary teaching often failed to lead to students demonstrating understanding by giving their own examples of the taught item in context.

T28 The whiteboard was generally well used, with columns for new vocabulary and an area for the aims of the lesson. Board writing was nearly always neat and clear. The data projector was used competently. However, there was very little student involvement with resources and only occasional use of visuals.

T29 Teachers displayed generally sound knowledge of linguistic systems, although there were some examples of incorrect or only partially correct explanations and occasional inaccuracies in the use of phonetic script. Word stress was hardly ever marked. At times, teachers provided such a fast model of spoken English that it was very difficult for students to follow, let alone imitate.

T30 There was some effective monitoring of individuals and of pair work with occasional use of gesture to indicate error and of peer correction. However, there were a number of missed opportunities for correction, particularly in the flow of the lesson. Correction tended to be reactive, in response to a student question, rather than pro-active on the part of the teacher.

T31 In the majority of segments observed, the rapport between teacher and students was good, with most students thoroughly engaged in the lesson. Learning was usually well managed, with clear instructions, often checked, effective use of nomination and a variety of activities and interaction patterns to keep students alert. However, there was too much whole-class, teacher-centred teaching in some lessons, unchallenged use of L1 and a reluctance, on the part of a few teachers, to challenge disruptive or uncooperative behaviour. At times, teachers did not use nomination with the result that only the more confident students contributed.

T32 There was a positive learning atmosphere in the majority of lessons. Only in a few were students bored and not on task. Occasionally, the teacher was too dominant or too slow, with the consequence that students were not fully involved in the lesson.

Classroom observation summary

The teaching observed met Scheme requirements. Lessons were generally well planned and a range of appropriate techniques was seen in action. Resources were effectively managed and most teachers displayed a sound knowledge of linguistic systems. Correction was adequate, although many opportunities for quick correction were missed. In most classes, the students were fully engaged and were studying in a positive learning atmosphere although, in weaker segments, some students were not on task and teachers were not demonstrating good management techniques, particularly in relation to bored or disruptive students.

Teaching and learning summary

The provision meets the section standard and, in one area, exceeds it. Nearly all teachers have appropriate qualifications and the profile of the academic management team is appropriate, despite two DoSs not having higher level ELT/TESOL qualifications. Teachers are given effective support and programmes of learning are both well designed and managed. The teaching observed met the requirements of the Scheme, although there were a few weaknesses. Course design and implementation 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 It is clear that the organisation takes the safety and security of its students very seriously. All staff receive initial training that focuses on this area; there is thorough written guidance in a range of documents aimed at particular roles; and there are good procedures known to both staff and students for ensuring that safety policies are implemented. Both centres visited provide a safe environment. SW is an open campus, but in a quiet area on Richmond Hill. The university maintains a security staff presence and monitors the campus by CCTV. SC Cambridge provides a good number of residential staff with supervisory responsibilities, with a rota to ensure that free time is well covered. There are evening and night time patrols by resident activity organisers (RAOs) and house managers (HMs), as well as dorm sweeps after breakfast. The sexes are effectively segregated. Access to residential corridors and bedrooms is by key card. At SJ, the teaching building, which is on a busy road near Cambridge station, is accessed through one door which is controlled by a number code lock. Students and staff have the code, but students can only enter the building when staff are present. The residences, which are located a short distance away in a new, purpose-built block, can only be entered with an electronic key fob. There are keys for each flat and bedroom. The flats are mixed-sex, but all the rooms are en-suite with doors that lock automatically. The building management company provides a security presence with CCTV surveillance and patrols of the external areas between 5.00 pm and 9.00 am. Students are clearly informed about assembly points and what to do if a fire alarm goes off, but fire evacuation drills are not carried out.

W2 There is a good provision of pastoral care in both centres. The welfare officer has overall responsibility and is well supported by HMs, RAOs and resident teachers, and at SW by an assistant welfare officer. RAOs and HMs are often the first people to become aware of welfare issues and their morning dorm sweeps are an effective way of monitoring the welfare of individual students, as well as their attendance. The excellent guide for HMs and RAOs has practical guidance on whom to refer problems to if they cannot be dealt with on the spot. Appropriate provision is made in both centres for students observing Ramadan.

W4 There is clear information for staff and students on the seriousness attached to unacceptable behaviour and on what measures can be taken to deal with it. Information for students contains an appropriately worded anti-bullying policy and a set of rules that outline possible sanctions. There is evidence that these measures were effectively implemented at one centre where a student was expelled for threatening behaviour.

W6 All students are met by a SC staff member at their airport of entry. The cost of transfers from Heathrow and Stansted is included in the fees. Transfers from other airports are arranged at extra cost. The confirmation letter gives clear information on what students should do on arrival. On arrival days, there are good numbers of SC staff on duty at the airport(s) to meet students. Travel arrangements are co-ordinated centrally by the operations director and transfers take place in taxis or coaches whose drivers are DBS (CRB) - checked. The operations director and the sales director staff the emergency phone line on arrival Sundays.

Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay			
Private home			
Home tuition			
Residential (student houses, halls or hostels)	0 (SW) 7 (SJ)	SW – 82 SJ - 39	All residences used by the two centres during the summer
Hotel/guesthouse			
Independent self-catering			
Arranged by student/family/guardian			
<i>Please specify, e.g. staying with own family or in privately rented rooms/flats</i>			

Comments

At SW, all students were accommodated in the main college building at the time of the inspection. An additional student house, Parkview Residence, a three-minute walk from the campus, is used at peak. The rooms are mostly twins, with a few singles and triples, all with shared toilets and showers. All students at SJ were accommodated in Bragg House, a relatively new, purpose-built student hall used during the academic year by Anglia Ruskin University and rented during the summer by SC for its Sir John and Sir Michael centres. Rooms are grouped in flats of eight or nine en-suite bedrooms with shared kitchens / common rooms for each flat.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Generally, there is a good provision of services and facilities at each centre with a high standard throughout at SJ. The provision of showers at SW is adequate.

W10 Thorough checks are carried out at each centre prior to the start of the programme. Any problems are notified to maintenance staff. If they cannot be rectified in time, an alternative room is provided. During the programme, the HMs check the rooms before each new intake and monitor them during the course.

W13 There is only one type of accommodation provided at each centre, which is always part of the course package and always within walking distance of the teaching premises. This is clearly described in the brochure. Termination arrangements and cancellation penalties are made clear in the terms and conditions which are inserted into the brochure.

W14 It is made clear to students who they should contact about problems with their accommodation. At SW, the welfare officer and assistant welfare officer identify themselves in the first lesson. HMs are often the first point of contact. There are effective systems for reporting problems and recording actions taken. At SJ, there is a reception desk in the entrance of Bragg House which is staffed continuously outside lesson times by RAOs. Room checks are carried out, problems noted and referred appropriately. However, student feedback is not pro-actively sought at an early stage in the course.

Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Declarations (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 The welfare officers keep appropriately stocked first aid boxes and there are several first-aid trained staff in residence at each centre. Lists of emergency phone numbers are kept and information on where to access medical help. When necessary, staff accompany students to the pharmacy, to the local GP or to hospital.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W26 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W28 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W27 Information about the events and activities available to students is provided through the website and brochure. There are example programme timetables and, on the web, lists of excursions with dates, so that students can choose a course which includes their preferred trips. On arrival, information is given both orally at the welcome talk and by resident activities staff and, in writing, through noticeboards and flyers. At SJ, where students are older and have more freedom, information about activities which students can do on their own is provided on a noticeboard. W28 In both centres, there are varied, well-organised and well-resourced leisure programmes. The activities co-ordinator devises and arranges the programme with support from RAOs, HMs and teachers. At SW, there is a wide range of activities, both on- and off-site, and there are several spaces which are used when the weather is wet. There are facilities for tennis and volleyball on campus and students have the use of a nearby sports hall rented by SC and a swimming pool. There are two full-day excursions per week. Students praised the activities and excursions. At SJ, because of the higher age range of the students, the organised activities programme is less

important than at other centres. More time is spent in the classroom. However, a varied and appropriate range of activities is on offer, including discos, camera chases and treasure hunts which help students to get to know Cambridge. There is one organised sports event each week and one excursion.

W29 There is a detailed set of risk assessments which have been produced centrally for all activities and excursions. This takes the form of a generic set of risks and control measures attached to lists of additional risks and controls for specific activities. However, few additional risks have been identified. Induction gives appropriate training to all staff on assessing and mitigating risk and staff are required to sign that they have read the activity and excursion risk assessments. However, they are not required to sign each risk assessment at the time they lead an activity and the form does not include space for comments.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W34 Student rules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W34 There are clear rules for what students may do without supervision and appropriate procedures are in place to ensure that they are adhered to. However, it is not clear that the organisation has fully assessed the risks attached to allowing students to leave centres unsupervised during their free time. At both centres, with written parental consent, students are given freedom to leave the centre unsupervised during free time periods in the afternoon and evening. At SW, all students are allowed to go into Richmond on their own during free time in the afternoon and, with parental consent, students are free to go into central London by themselves in small groups (minimum six for ages 14 and 15; minimum four for ages 16 and 17) between 15.30 and 20.00. They must wear their SW lanyard and ID card. There is a sign-out book which is closely monitored. At SJ, where the age range is 16 to 19, students are free to go into Cambridge on their own, if they wish, between 15.00 and 24.00. Activities are not compulsory and, with parental consent and the permission of the welfare officer, they can leave Cambridge during these times. They must wear their SJ wristband, which has the emergency phone number on it. Information to parents states that the school cannot be held responsible for the supervision of students when they are away from the centre unsupervised and with parental consent. However, it is not clear how much legal protection the existing parental consent form, which does not refer to possible risks, would give the school.

W42 The provider is confident that this requirement is understood and adhered to. There was no evidence to the contrary. Good guidance is provided for group leaders. However, it does not explicitly address this criterion.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Care of students including under 18s is generally well provided. However, insufficient attention is paid to the risks arising from allowing students to go out unsupervised in their free time. Residential accommodation is suitable and well managed. There are strengths in the area of leisure opportunities.

