

Organisation name	Studio Cambridge
Inspection date	3–7 August 2015

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"/>

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Studio School of English, Cambridge in August 2015. 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 large private language school offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s and adults (16+).

Strengths were noted in the areas of staff management, quality assurance, academic management, learner management, care of students, accommodation, leisure opportunities, and care of under 18s.

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	April 2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	CELTA
Other related accredited schools/centres/affiliates	Sir Christopher, Sir Edward, Sir Henry, Sir Laurence, Sir Richard, Sir William junior summer camps in Cambridge, Ely, Bishop's Stortford, Reading and Richmond-on-Thames under a separate accreditation
Other related non-accredited schools/centres/affiliates	N/a

Private sector

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

Premises profile

Address of main site	5–6 Salisbury Villas, Station Road, Cambridge CB1 2JF
Details of any additional sites in use at the time of the inspection	Hills Road Sixth Form College, Hills Road, Cambridge CB2 8PE: 22 June – 21 August, between six and 23 rooms used each week Abbey College, Station Road, Cambridge CB1 2JB: 29 June – 21 August 2015, ten rooms, reduced by flooding to six rooms
Details of any additional sites not in use at the time of the inspection	Cambridge Centre for Sixth-form Studies, 1 Salisbury Villas, Station Road, Cambridge CB1 2JF: 3 classrooms 7–24 July 2015
Profile of sites visited	<p>The school occupies two adjacent Victorian detached houses over five floors, close to Cambridge station, and ten minutes' walk from the city centre. The buildings are leased from Jesus College and the current lease expires in 2018. The reception area, administrative offices, two small one-to-one rooms and seven classrooms are located in one house. The other contains 13 classrooms, the learning centre, the staffroom, administrative offices and the cafe/canteen. The school is Wi-Fi enabled. In front of the buildings is a car-parking area. The houses open onto a large garden at the back which provides space for socialising. At the time of the inspection a marquee was erected there which was used for serving food at lunchtimes, and provided additional covered space for activities at other times. Additional classrooms are also hired from Abbey College, a private sixth-form college next door.</p> <p>In July and August the adult school moves to Hills Road Sixth Form College and the main school is used for the Sir Michael junior course. The sixth form college is a ten minute walk away. Studio uses one of the modern teaching blocks, with classrooms on two floors, with a lift, and rooms are used for a staffroom, a resources room and staff offices. The school also has use of the cafe and the refectory.</p> <p>Studio has 19 rooms available for over 18 students throughout the year in their own two, small, self-catering residences, Cherry Tree House and Oak Tree House. For four to eight weeks in the summer, accommodation is also available for adult students in two modern self-catering residences in the CB1 development near the station. For two to eight weeks in the summer, Sir Michael students are accommodated in a number of small, catered residences leased from the Cambridge Centre for Sixth-form Studies and in a number of self-catering, university residences on Fitzwilliam Street and in the self-catering residences in the CB1 development area.</p>

Student profile	At inspection	In peak week August
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	279	245
Full-time ELT (15+ hours per week) aged 16–17 years	157	268
Full-time ELT (15+ hours per week) aged under 16	145	253
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	581	766
Minimum age (including closed group or vacation)	12	14
Typical age range	12–65	14–73
Typical length of stay	1–37 weeks	1–37 weeks
Predominant nationalities	Chinese, French, German, Italian, Japanese, Spanish, Taiwanese, Turkish	Brazilian, Chinese, Italian, Japanese, Spanish, Taiwanese, Turkish
Number on PBS Tier 4 General student visas	8* (*5 sponsored by Studio Cambridge)	3
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	137	141
Number on child visitor visas	127	248

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	44	57
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10-19 hours/week	17	
Number teaching ELT 20 hours and over/week	24	
Total number of administrative/ancillary staff	67	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	12
Certificate-level ELT/TESOL qualification (TEFLI)	29
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	2
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	44

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers year-round courses for adults (16+) at six levels from beginner to advanced. During the summer period a level seven class was also formed due to the level of the student intake. All students study for 15 hours (20 lessons) in the mornings (standard), and additional afternoon options are available for those who want a more intensive programme of 28 lessons (21 hours). Minimum enrolment is two weeks. Afternoon options at the time of the inspection were: FCE, CAE, IELTS (at two levels) exam preparation; cultural and linguistic studies; English for business; language skills plus; literacy. Intensive courses leading to Cambridge English FCE, CAE, and IELTS are offered at fixed dates for six to 14 weeks culminating in the exam.

The school also offers English camps for young learners. One of them, Sir Michael, for ages 14–17, is based at the main school during July and August. Minimum enrolment is one week, and all students study for 15 hours (20 lessons) a week. During this period the school operates a double-banking timetable. In addition Studio was offering for the first time an activity-based Global Leaders option, designed to develop personal and organisational skills alongside English. Students on this course study for 21 hours per week, with the leadership strand substituting for some afternoon leisure activities. A second camp, Sir George, a language and activity programme for 14–17 year-olds, is offered in the winter, spring and autumn, with enrolment for between one and four weeks maximum. Students study for 21 hours per week. In addition, closed groups for juniors are run on demand year round.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	159	116
Private home	12	0
Home tuition	0	0
Residential	70	172
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	38	14
Overall totals adults/under 18s	279	302
Overall total adults + under 18s	581	

Introduction

Studio Cambridge is a long-established language school which has been offering courses for adults and juniors for 61 years. It operates in nine locations during the summer period, seven of which are beyond the scope of this report and have separate British Council accreditation. The focus of this inspection is on two courses: the year round adult (16+) provision which transfers from the main school in Salisbury Villas and continues throughout the summer in the Hills Road Sixth Form College premises, and the summer camp, Sir Michael, a course for 14–17 year olds which takes over the main Studio Cambridge location. A brief visit during the summer peak might lead the visitor to assume the provision is adult and junior ‘summer schools’, but the staff were quite clear that, despite changes in location, in some staff roles, and an influx of new students, the adult programme was conceptually year-round provision. Although the majority of adult students in 2015 enrolled for two weeks, over 140 enrolled for three to six weeks, and over 40 enrolled for between ten and 37 weeks.

The inspection lasted for five days with two inspectors and an additional inspector who mainly, but not exclusively, assisted with classroom observations for two days. The inspection included group meetings with Sir Michael teaching staff, and activity leaders; adult teaching staff, and activity leaders; Sir Michael students, and adult students; and individual meetings with:

- * the managing director
- * the operations director
- * the sales director
- * the academic manager
- * the operations manager
- * the sales manager
- * the teaching co-ordinator (Sir Michael)
- * the director of studies (DoS) (adults)
- * the senior teacher (Sir Michael)
- * the course director (adults)
- * the course director (Sir Michael)
- * the teacher trainer
- * a teacher of the Global Leaders course
- * the head of accommodation and welfare
- * the head of student services
- * the welfare officer (Sir Michael)
- * the welfare officer (adults)
- * the assistant welfare officer (Sir Michael)
- * the activity co-ordinator (Sir Michael)
- * the assistant activity co-ordinator (Sir Michael)
- * the facilities co-ordinator
- * the Abbey co-ordinator
- * two group leaders.

One inspector visited four homestays and two large residences and three smaller ones.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: not all photocopies are sourced. Although Copyright Licensing Agency (CLA) warnings are placed on or near photocopiers in both premises these are not very prominent and the school needs to ensure that teaching staff do not copy more than five per cent of a coursebook for any one course.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear but complex management structure, and it is not easy to quickly get an overview and establish who is responsible for what. Job titles are sometimes misleading in that they imply wider responsibilities than in fact pertain. In the summer period some staff take on new or different roles and/or responsibilities to ensure the smooth management of both the adult and teenage courses.

M3 Met, but the deputy safeguarding officer role does not appear on the academic manager's job description.

M4 Communication between and within teams and at all levels was excellent. Informal communication is supported by a formal structure of regular meetings, comprehensive handbooks, and engaged and supported staff. One staff development meeting annually is devoted to feedback from the sales team to the teaching staff on the company's business position and its strategic direction.

M5 Human resource policies and procedures are extremely thorough, with clear records of interviews and references. Further qualifications are linked to pay scales. There is a high percentage of returners for summer teachers' and activity leaders' posts. Teachers contracted for the summer have a (restricted) choice as to their number of contact hours, although all are involved in some form with both teaching and activities. The staff in focus groups were all very positive about the support they received, and reported working very well with both their academic managers and with their activity teams.

M6 Met, but sampling of staff files revealed that a few degree certificates were missing.

M7 There is a weekend induction session for teaching and activity staff which is very thorough and is supported by two comprehensive handbooks for teachers and for activity staff. Staff reported that they felt well prepared for their first days in the school. Much of the academic input is devoted to the complexities of placement and timetabling, and for activity staff to risk assessment and residential duties.

M8 The school has a well conceived competencies framework and performance record, which feeds into the annual appraisal interview for staff on long-term contracts; targets set are reviewed half way through the year. Themes which emerge from observation are incorporated into training sessions. Summer staff appraisal has a stronger monitoring element which informs potential re-employment.

M9 In-service training sessions for teachers are held monthly and have covered a range of ELT-specific issues such as pronunciation, broader educational issues such as teaching inclusively, and issues relating to social responsibility, such as green tourism. For the adult courses these continue during July and August. Although weekly teachers' meetings for Sir Michael are intended to contain some professional development elements, staff reported that nothing sustained was in place. Administrative staff have had sessions on areas such as safeguarding and managing difficult people.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 Sales people know their product and market well. It is also clear from the publicity that the school has thought through the overlap of adult and junior courses for 16 and 17 year-olds, and is clear on how to advise clients on this choice. Students enrolled for longer than four weeks are assigned a tutor who provides advice and guidance on future choices.

M12 Met in general. However, two students who had enrolled on a fixed-term IELTS course reported that other students had joined the course after the start date, which had disrupted the smooth progression of the course.

M14 The student attendance policy is conveyed to students in the pre-arrival information and the student handbook. Tier 4 students and students under 18 have clear and rigorous procedures. Adult students' procedure is equally

clear, but considerably less stringent.

Quality assurance

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

Comments

M17 The school is committed to on-going improvement. This is evident through, for example, the most recent Sir Michael course report, where activities are clearly evaluated and suggestions for change made, in minutes of meetings, and actions taken in response to feedback.

M18 First-week, and end-of-course feedback is gathered from students. Tutorials are another source of feedback, as are regular focus groups held with the academic manager. It was clear from responses to such survey evidence that even minor weaknesses are regularly reviewed and given serious consideration by management.

M19 Temporary staff have exit questionnaires when their contract ends, and group leaders are also surveyed. Longer-term staff reported that they had plenty of mechanisms for giving feedback and that their contributions were valued by management.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of the website and a brochure.

M21 Despite a very complex and wide-ranging provision, both the website and the brochure are very clear in terms of language use and especially presentation. Translations are available in the languages of the school's major markets.

M22 Publicity is generally accurate and clear, and gives a realistic picture of the provision. It occasionally slips into hyperbole which cannot be objectively proven, such as describing Cambridge in the 2016 brochure as 'The world's greatest student city' and 'The world's most prestigious university city.'

M24 A number of students aged 13 and one aged 12 were enrolled on the Sir Michael course at the time of the inspection, although the minimum enrolment age is stated in publicity as 14.

M28 The second page of the brochure states that Studio provides 'A proven curriculum taught by experienced professionals.' Although this is true for a number of the staff, it was not true for the whole range of staff teaching at the time of the inspection, some of whom had only recently attained their TEFLI qualification.

Management summary

The provision meets the section standard and exceeds it in some respects. Studio Cambridge needs to ensure that it complies with the requirements of its CLA licence. Communication within the school is effective, and human resource policies and practices are of a high standard. The quality assurance processes are very sound and students' views are sought effectively and inform the school's work. Both print and website publicity materials are

comprehensive and largely accurate, but need some minor adjustments. The management works effectively to the benefit of its students. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The premises at Salisbury Villas, including those leased from Abbey College, provide a comfortable environment for students and staff. The main Victorian houses are characterful and the more modern additions provide the cafe and some additional classrooms. There is a pleasant garden, in which the marquee provides further space for eating and activities at peak. Hills Road is more spacious, as classrooms are larger and the block is designed with central communal areas, and the cafe and refectory are in another block.

R2 All the premises are in a good state of repair, cleanliness, and decoration, and all are appropriately furnished.

R3 Classrooms are adequate in size and number, adequately lit, heated and ventilated, and free from disruptive noise. Furniture is sufficiently flexible, although some of the smaller classrooms at Salisbury Villas do not have a great deal of space for activities which involve changes in the layout or movement around the room. This is taken account of in timetabling. Most classrooms at Hills Road have at least two whiteboards, most of which are in need of a deep clean.

R4 At Salisbury Villas there is a large student cafe whose capacity can be expanded with use of the marquee, an arts and crafts room and a student common room. Hills Road provides a cafe and a refectory. The main school cafe serves snacks as well as breakfast, lunch and dinner for those students who have inclusive contracts, and at a reasonable price for those who do not. Both Salisbury Villas and Hills Road have local food outlets in the vicinity.

R5 Signage at both sites is clear. There are a large number of display boards, some in every classroom, and some for designated use in corridors and other communal areas.

R6 In the basement at Salisbury Villas the teachers have a staffroom with computers and chairs, but without desk space for everyone. They also have adjacent rooms for resources and photocopiers. In the same area there is a classroom into which staff can overflow when student numbers allow. More space for teachers would be desirable, but the area is compact and away from students. At Hills Road there is a large staffroom and an equally large resources room which houses print materials and three photocopiers.

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 type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R8 In addition to plentiful published materials, staff have access to materials at Studio On-line and on the teachers' drive. Teaching resources appropriate for the adult courses are decanted from the main school to Hills Road for July and August.

R9 Almost all the rooms at Salisbury Villas and all the rooms at Hills Road have data projectors and laptops. Staff seemed confident in using the technology, which is well maintained.

R10 The learning centre is available for class use and for individual students outside class time, when it is staffed. It contains newspapers, books, CDs, DVDs and CD-Roms and computers with internet access, and has useful information on wall displays suggesting possible sites to explore. Students may enrol in the Studio On-line Club which contains learning materials for students, photos and opportunities for contact with ex-classmates and staff. R12 Materials acquisition is part of the formal course review procedure. Staff also commented that any resources requested were acquired promptly.

Resources and environment summary

The provision meets the section standard. Studio Cambridge provides a pleasant professional environment both at its main premises and at Hills Road. Classrooms are satisfactory, in terms of decoration and furnishings, and almost all of them are well equipped with interactive whiteboards and data projectors. There are canteens at both sites which serve snacks and meals. Resources for students and teachers are good. Online resources in particular provide a motivating range of materials for students. Overall the premises, resources and environment support the studies of students and provide 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)	<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 type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Two members of the teaching staff did not have a Level 6 qualification. Rationales were provided and were accepted within the context of this inspection.

T2 One teacher did not have an ELT qualification which meets Scheme requirements.

T3 A rationale was provided for this teacher, which was accepted within the context of this inspection.

T4 The academic manager is supported by the course director (adults) and the DoS (adults) and for Sir Michael by the senior teacher, the teacher trainer, and the academic co-ordinator. With the exception of the latter, both academic management teams consist of well qualified staff with considerable experience. The academic manager and the course director (adults) both have an appropriate professional profile to provide academic leadership and to support the Sir Michael academic co-ordinator. In addition to overall responsibility for academic management in the school, the academic manager also recruits teaching staff for the junior summer camp operations.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The younger, less experienced teachers are generally deployed on Sir Michael; otherwise teachers' preferences, new challenges, established versus new staff, and experience of the level determine who is assigned to which class. The Sir Michael course is structured so that students have two teachers for the three hour period, while on adult courses there is only one. Adult students enrolled on a 21-hour course have a different teacher for their option classes.

T7 Since all classrooms at Hills Road can accommodate the maximum class size of 16, this site does not present the same challenge as the main school building, where 12 rooms cannot accommodate 16 students. There size of

class is the over-riding factor in assigning classes to rooms.

T9 There is sound advice in the teachers' handbook on continuous enrolment, and a thematic syllabus for Sir Michael contributes towards solving some of the issues that continuous enrolment presents.

T10 Continuous enrolment does raise policy issues for the school, particularly for the junior course with its less experienced staff, of standardisation of practices in relation to such areas as the recording of vocabulary, the use of phonemic script, and written work correction codes. However, the staff commented positively on the informal support they received from the academic management teams. For the adults, formal continuing professional development (CPD) sessions are timetabled monthly throughout the year and a good range of topics is covered. The Sir Michael course CPD is more limited; more formalised sessions would be appreciated by staff.

T11 There is a clear policy and sound practice in the observation of teachers. There are three levels of observation, termed by the school: peer observation, developmental observation, and assessed observation. The latter is for formal quality assurance, monitoring purposes, undertaken by the academic manager and the teacher training team. The reports and action planning which are produced are detailed and equally, if not more, developmental than the 'developmental' observations undertaken by directors of studies. Areas for development identified in one observation are carried forward to the next, and may inform CPD sessions; observations are also used as evidence in appraisals.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Sir Michael and the adult course have distinct, detailed syllabuses. The former is based on a thematic approach, with weekly topics chosen to appeal to teenagers. The adult course is more conventionally linked to language and skills work, input and activation. Teachers commented that the latter syllabus provided a useful reference structure, but they were given a lot of freedom within it to tailor their own courses, which as experienced staff they were well capable of doing. A lot of research had been done on the life-skills movement in the development of the Global Leaders strand of the Sir Michael course. The task-based nature of this programme could usefully influence the design of the other courses.

Closed groups, such as the French air-traffic controllers, often negotiate their own course content.

T14 Staff draw up a weekly work plan which is shared with their students. These were of variable consistency and quality.

T15 There is a helpful section in the student handbook on study skills. The language skills plus syllabus for beginners also contains a useful section on study skills, but this is not sustained up the levels. They could be more strongly featured in both courses. One student in the adult focus group commented on the 'lots of sheets of paper' he had accumulated, and Sir Michael students would have gained from more help in recording vocabulary, for example.

T16 Some staff include survey and project work outside the classroom, but this is not consistently required by the syllabuses. More emphasis could be placed on exploiting linguistically students' experience in homestays, on bus rides and in shops and cafes.

Learner management

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

Comments

T18 Students' progress is carefully monitored by the school. Students have weekly progress tests, and a written record of progress. Students who enrol for four weeks or more have a tutorial every two months where a study plan is drawn up and particular areas to focus on are identified and monitored. At the time of the inspection a special option class covering literacy had been provided for one student who needed this type of support.

T19 The school offers courses and options in FCE, CAE and IELTS at two levels. Students are given gateway tests for the relevant course.

T21 Students automatically receive an academic report which is personal and detailed.

Classroom observation record

Number of teachers seen	44 (15 Sir Michael, 29 adult)
Number of observations	44
Parts of programme(s) observed	All

Comments

None.

Classroom observation

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

Comments

T23 In stronger segments teachers provided good models of English for students, and were very confident in handling students' queries about the linguistic systems. In weaker segments some teachers distorted natural pronunciation when repeating words individually, defined words imprecisely and did not use or ask students to use reference dictionaries, either in hard form or online. In more advanced classes some staff did not extend the use of words by exploring other meanings or collocations, or extending words morphologically.

T24 Most teachers adapted their language very effectively, slowing and simplifying without compromising connected speech. There was some awareness in plans of the need to differentiate between learners' needs, and in better segments teachers planned slightly different materials or had extra materials for fast finishers.

T25 In general the content was appropriate and met the specific needs of the students. Clear objectives and outcomes were identified in better segments and shared with the students. In weaker segments aims were often extremely general, such as 'improving pronunciation', and sometimes long units from coursebooks designed for more extended programmes did not seem to fit easily into a short summer programme avowedly developing speaking skills.

T26 In more successful lessons planning was coherent with a clear focus and a developing pathway, so the lessons progressed logically, and students were led from more controlled activities to more challenging work and finally to independent use. Better segments related work to previous input or homework, which drew students' attention to the coherence of the course overall. In contrast, in weaker segments activities were not always linked in sequence, with less experienced teachers moving into a new activity without indicating to students its relevance to the previous activity. Sometimes a lack of pace brought about by spending too long on an activity led to a loss of focus.

T27 A good range of resources was seen in use, helping to promote learning: digital projectors, whiteboards with good use of colour, audio and video used competently and creatively, pictures, cut-up texts, small cards, information-gap exercises, and mingling activities. In weaker segments whiteboards were not clearly laid out, and some handouts were poorly presented and not properly acknowledged. No really effective use of additional reference sources to explore the meaning of unknown words was seen.

T28 A wide range of techniques to engage students and promote interaction was in evidence: warmers to get students talking; games and quizzes; mingling and racing activities; matching exercises; role plays; use of music and singing. There was good elicitation using mime, gesture and hints, as well as well-formulated concept questions

to check students' understanding, repetition and practising of rhythm, and personalisation of content. Feedback, in terms of prompted self-correction and delayed correction, and effective scaffolding of student responses, was evident in better segments. Overall, however, many pronunciation errors were ignored, and opportunities were missed to use student errors as a source for teaching. Repetition practice in weaker segments too frequently focused only on individual words rather than strings. Though students reading aloud was a widely used procedure, teachers did not seem to have a rationale for doing so. Very little formal review of what had been learnt in lessons took place.

T29 In better segments there was a dynamic, positive and authoritative teacher presence. Clear, exemplified instructions and time limits were given to assist with completion of tasks, and teachers had techniques for maintaining discipline, refocusing attention and stopping use of L1. Tasks were well set up and students were grouped and regrouped with the minimum of fuss. Weaker segments were sometimes static, with little student participation. In more advanced classes there was sometimes no linguistic focus in a task, just a focus on content in general, and without linguistic aims teachers did not always provide effective feedback to promote learning.

T30 Some class profiling was much stronger and more sensitive than others, as was attention to individuals in monitoring. In better segments there was good awareness of the class members, their ages, cultural differences and learning needs, supported by techniques and procedures designed to exploit this knowledge, such as mixing students up to promote interactions and real communication. In most classes there was a good-humoured, lively and positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to just satisfactory, with the majority good. Teachers generally showed a sound knowledge of the linguistic systems, though greater attention to phonology would have benefited students' intelligibility. Lessons were generally well planned and took account of students' needs and interests. Resources were effectively employed in most segments. A good range of teaching techniques was in evidence, but in weaker segments the level of corrective feedback was low. Teachers generally managed learning activities well, so students were engaged and purposeful, and there was a positive learning atmosphere in most classrooms.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support and opportunities for development to ensure that their teaching meets the needs of their students. Courses are appropriately designed, managed and reviewed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 A high level of safety and security is provided for students through detailed policies and clear procedures established and reviewed by the school health and safety committee and overseen by the facilities co-ordinator. Thorough risk assessments are carried out for all Studio buildings and for the additional residences and teaching premises used in the summer. Records of regular checks of systems and equipment were seen. Induction of staff and students includes health and safety awareness and there is a duty rota of named staff who have been trained as fire marshals. Fire evacuation drills take place every term and a major incident procedure is in place.

W2 Students benefit from and commented on the high level of pastoral care in place in the school. All staff and homestay hosts are expected to be aware of the care needs of students and are trained to respond to them either in

their own capacity or by referral on to specialist members of staff. Longer-term students have regular tutorials which can include pastoral matters if needed. Ample evidence was seen of the effective working of all aspects of care provision in the school premises, the residences and homestays.

W3 Permanent, named welfare staff are available throughout the year. Additional welfare staff, two for juniors and one for adults, are appointed for the busy summer period. They have a high profile at induction, are named in the handbooks, appear on photoboards and are based in accessible rooms when not mingling with the students. Students in both focus groups knew who to go to when in need of help and were confident that their needs would be met.

W5 Junior students have the emergency number on their wrist-bands as well as their student card.

W7 All items of information are provided pre-arrival, at induction or in the student handbook, apart from procedures in case of arrest.

W8 Medical insurance is included in the course fee for all students.

Accommodation profile

Comments on the accommodation seen by the inspectors

Almost all students book accommodation through the school. There are over 300 homestay hosts on the register; some taking adults only, others taking under 18s only and some taking both. Homestays are graded (three, four and five star) according to the standard of provision. Two adult homestays (one very new and one quite recent addition to the register) and two under 18 homestays (both well-established and experienced providers) were inspected. All were in the three star category. Homestays can be as far away as a 30-minute bus ride but many are much closer. All four homestays inspected were satisfactory in every way.

In the summer vacation, the school leases accommodation from a number of institutions in Cambridge. Two very modern, large halls of residence in the CB1 residential quarter near the station and three of the four smaller, more traditional residences leased from the nearby Cambridge Centre for Sixth-form Studies (CCSS) were inspected. All are within easy walking distance of the school. Although very different in structure and atmosphere, all offered excellent residential accommodation, carefully supervised by Studio Cambridge staff.

The school has two houses, one with five and the other with 14 student rooms, which provide self-catering residential accommodation throughout the year. Each house has a member of Studio Cambridge staff in residence. These houses were not inspected.

Some students choose to stay in one of the eight private homes on the register; they are visited and checked in the same way as other accommodation and bookings are made through the accommodation service. They were not inspected.

A very small number of students find their own accommodation. Studio Cambridge is not involved in any way with this process.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Homestay hosts are made aware of requirements through their contract and handbook. Similar standards are set for residences. All modern and some traditional residential accommodation, as well as some homestays, offer single en-suite rooms. All have the required furniture, facilities and services. Laundry is included in homestays and free laundry facilities are available in residences. Younger students are helped with this task. Wi-Fi access is available in most homestays and in both modern residences but only in the dining hall shared by the CCSS residences. Students in residential accommodation are told to bring towels but there is a good supply of spares for those who do not.

W10 All residences have been used before and are carefully inspected and checked by experienced staff before students are placed. Well-designed application forms and visit recording documents cover quality and nature of homestays as well as checking health and safety requirements. All information, including student feedback, is recorded on a comprehensive database.

W11 Homestays are re-inspected annually and may also have an additional spot check visit if there is a question of

requirements not being met.

W12 The database is fully comprehensive and readily accessible, enabling quick responses to queries.

W13 Confirmation letters sent to students are clear and include distance from the school, bus routes and costs as well as a pen-portrait of the host and family and a photograph of the home. It is expected that the host will contact the student before arrival.

W14 Feedback on accommodation is gathered in the first week and again at the end of the course. Data is analysed and summaries, often in graphic form, are produced. Homestay hosts are given a summary of their personal feedback annually. Feedback forms showed, and students in focus groups expressed, a high level of satisfaction with both types of accommodation. There was evidence of prompt and satisfactory responses to problems. Records of complaints are filed separately and are detailed.

W15 Homestay hosts are given useful guidelines as to what they should provide for their students. In the CCSS residences all students have breakfast and evening meal in the central dining hall. Students in the focus groups said, and feedback forms indicated, that the standard was high. Students in the modern residences have breakfast and dinner in the school cafeteria, which also provides lunch for all junior and some adult students. Feedback indicated that this was only satisfactory.

Accommodation: homestay

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

Comments

W17 Homestay hosts are supplied with a very useful handbook and a contract which clearly states what is expected of them; they sign a declaration saying that they have read and understood it and agree to abide by it. The letter confirming a booking reminds hosts of what is expected of them and any special requirements to which they have agreed. Meetings and social gatherings reiterate requirements, as do the annual visits.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Cleaning in the modern residences is contracted out but overseen by a Studio Cambridge services manager. Problems are reported to the Studio Cambridge house managers or picked up during regular room checks. They are dealt with promptly. In the CCSS residences cleaning is done by regular CCSS staff, with a similar system of reporting, responding and rectifying.

W23 All residences have at least one first aider and access to further help through the emergency phone if necessary.

Accommodation: other

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

Comments

W24 Studio Cambridge does not offer any information about private rented accommodation, but help would be available if difficulties were to arise.

W25 Accommodation staff inspect and revisit all recommended guesthouse accommodation and have records of student details and feedback.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Student handbooks list places of interest in Cambridge and further afield, brochures for local venues are displayed in reception, notice is drawn to local events, and students are helped to book tickets for events and for travel. Some adult students take advantage of longer trips offered by a local tour operator who is checked and recommended by the school.

W27 A member of the permanent staff runs the leisure programme for year-round adult students. An interesting selection of optional afternoon and evening activities is available every week at no cost to students and occasional day excursions are offered which have to be paid for. In the summer, the afternoon and evening programme is extended and additional staff are employed to run it. Both types of provision are popular. The Sir Michael course has a very extensive choice of day-time activities catering for a wide range of interests ranging from bag design and gift-box making to volleyball and swimming, provided by a team of well-managed activity staff, augmented for some events by teaching staff. Three evening activities are programmed every week and a full-day excursion takes place every Saturday. All activities are well planned, well staffed and well resourced. They are much appreciated by adult and junior students.

W28 Very thorough risk assessments have been carried out for all activities, on-site and off-site, and for excursions. Activity staff are supplied with the documents and trained in their use at induction. Risk assessments are reviewed in the light of experience and adjustments made if necessary. Group leaders are made aware of the risk assessment for each activity they choose to go on. If they wish to take their students on additional trips, school staff help them to draw up appropriate risk assessments.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Safety and security are priorities achieved through sound policies and practical procedures. A high level of care is provided by a team of well-trained permanent and summer staff. Students benefit from an efficient accommodation service. Leisure opportunities are varied, interesting, well managed and well resourced. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All students on the Sir Michael course are under 18 and at the time of the inspection 25 were under 14. Year-round adult courses also admit 16 and 17 year olds.

C1 The school has a clear and comprehensive safeguarding policy, supported by a number of sound safe recruitment, general welfare and health and safety policies. It includes expected codes of conduct, symptom recognition guidelines and clear reporting procedures. There is a named safeguarding officer and a deputy.

C2 The named safeguarding officer has had basic awareness training and, together with a second member of staff, has applied for an advanced training course. All staff are made aware of the policy and procedures through

documentation which is sent prior to starting work and reinforced at induction and by training provided by the safeguarding officer. A clear set of guidelines has been produced for homestay providers and their awareness of content and procedures is reinforced during visits.

C5 All staff and homestay providers who take under 18s have been DBS checked and letters were seen confirming the suitability of taxi and coach drivers used by the school. Evidence of police checks of staff who have worked abroad for any length of time and of group leaders was seen.

C6 A full leisure programme with good supervision ratios is provided and attendance is compulsory. A detailed risk assessment has been carried out with regard to how students might spend their free time in Cambridge and this has led to a set of rules that students must adhere to, including curfews in residences and homestays, with sanctions applied for non-compliance. The handbook also provides sound advice on how to stay safe.

An additional set of rules has been drawn up for any under 14s who attend courses at the school's discretion and they are always accompanied by Studio Cambridge staff to and from lessons and activities and have very restricted free time.

C7 Except in exceptional circumstance, all students are accommodated in homestay or in residences. During the year under 18 students are in homestay. All meals are provided for junior students. Under 18s on adult courses are given lunch vouchers for use on campus or elsewhere. Homestay hosts are made fully aware of what is expected of them when they host under 18s and are given guidance on what to do in the case of problems that might arise, especially if curfews are not respected. They have the school's emergency number. Ratios in residences are more than satisfactory and do not include group leaders. Duty rotas are carefully planned to avoid over-tiredness, especially for staff on airport duty. First aid is available and staff are trained in procedures to deal with medical emergencies.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. Safeguarding and child protection policy and practice are comprehensive and effective, with rigorous recruitment procedures which ensure that only people who are suitable are appointed to posts that involve close contact with under 18s. Attendance at the leisure programme is compulsory, there are clear rules for how students may spend their free time and curfews are strictly adhered to. Students in homestay and residential accommodation are cared for and supervised by responsible adults who know what is expected of them. *Care of under 18s* is an area of strength.
