

|                   |                  |
|-------------------|------------------|
| Organisation name | Studio Cambridge |
| Inspection date   | 19–22 March 2019 |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.   | Met |
| <b>Premises and resources</b><br>The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.  | Met |
| <b>Teaching and learning</b><br>The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| <b>Welfare and student services</b><br>The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.   | Met |
| <b>Safeguarding under 18s</b><br>There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.  | Met |

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to show that issues noted in D1 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Studio Cambridge in March 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, learning resources, academic staff profile, academic management, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

## Introduction

Studio Cambridge is a long-established language school, founded in 1954. Until recently it had been in private ownership, but in October 2018 it was bought by a company seeking to establish itself as a specialist education provider, fostering east/west educational exchange. The day-to-day running of Studio remains unchanged, with almost all its long-serving staff remaining in place, although some now have different job titles.

Courses run year round, for young people (16+), adults (18+) and juniors (14–17), but in the summer the adult provision moves to different premises and the main site is used exclusively for junior students. Around a third of students arrive in closed groups, and take courses that are tailor made in consultation with partner schools and agents. Many have been coming to Studio for several years. The majority of students enrol through agents and a large proportion of year-round students (approximately one third) are 16–17 years old. These young students are required to take classes in the mornings and afternoons.

The inspection took place over three and a half days and was conducted by two inspectors. Meetings were held with the general manager, the sales director, the sales manager, the operations manager, the academic manager, the director of studies (DoS), the assistant director of studies (ADoS), the learning centre supervisor, the facilities co-ordinator, the head of accommodation, the head of pastoral care and the head of student services. The inspectors also had meetings with group leaders, two separate groups of teachers (those teaching adults and those teaching juniors) and two separate groups of students (over 18s and under 18s). With the exception of a cover teacher, all teachers timetabled during the inspection were observed.

## Address of main site/head office

6 Salisbury Villas, Station Road, Cambridge CB1 2JF

## Description of sites visited

The school occupies two adjacent four-storey, detached Victorian houses close to Cambridge station, and a fifteen-minute walk from the city centre. The reception area, administrative offices, two rooms (one used as a welfare room) and seven classrooms are located in one house. The other contains 14 classrooms, the learning centre, the staffroom, staff workroom, photocopy room, administrative offices and the cafeteria. There is a small staff kitchen in each house. In front of the buildings is a car-parking area. The houses back onto a large gravelled garden with bench tables and chairs. A marquee at the back of this provides covered space for recreational activities, as well as extra space for serving food to junior students in the summer.

| Course profile  | Year round                          |                                     | Vacation only                       |                          |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
|   | Run                                 | Seen                                | Run                                 | Seen                     |
| General ELT for adults  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18)                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation)      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses)            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| ESOL skills for life/for citizenship                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Other   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

## Comments

Studio offers year-round courses in general English to young people (16+), adults (18+) and juniors (14–17), examination preparation courses, IELTS preparation courses and a variety of afternoon option classes. Students aged 16–17 may study on either the adult or junior courses. Approximately one-third of the school provision is for 16–17 year olds.

## Management profile

The school is led by the general manager and the sales director, supported by the academic manager and the operations manager, who deal with the day-to-day running of the school.

## Accommodation profile

The great majority of the school's students live in homestay accommodation. There are three categories: three, four and five star. The latter has private bathroom or en-suite facilities. Breakfast and dinner are provided daily and

lunch at the weekends. During the week, a hot or cold lunch is available in the school canteen. The school also offers self-catering apartments in a purpose-built student apartment complex. Each apartment has six en-suite bedrooms and a shared kitchen. Laundry facilities are available on the ground floor and there is a warden in residence to oversee the complex. At the time of the inspection 18 students were staying in the residence.

The homestay and residence accommodation is managed by the head of accommodation and his team who divide the zones of the city between them. One inspector visited three homestays and the residence.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management structure is clear and well organised. Performance is regularly reviewed with a view to continual improvement. Human resources policies are applied thoughtfully and with consideration of the individuals concerned. Administrative procedures are systematic and effective and publicity is generally clear and accurate. *Strategic and quality management* and *Staff management* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises have been sympathetically adapted to provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and need of the students. A full-time learning centre supervisor provides staff and students with assistance where necessary. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are appropriately qualified and supported well by the academic management team. Courses are either flexibly structured, or designed for specific student groups and both types of course are managed to the benefit of students. Learners are well supported and monitored to ensure progress. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are well met. Accommodation offered is suitable and very well managed. A varied and appropriate leisure programme is offered for the benefit of students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is detailed and effectively implemented with comprehensive training. Safer recruitment is practised and supervision in school is very good. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## Evidence

### Management

| Strategic and quality management  | Area of strength |
|---|------------------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.  | Strength         |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.  | Strength         |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times. | Strength         |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.             | Strength         |

|  |          |
|--|----------|
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.   | Met      |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.                   | Strength |

**Comments**

M1 A relevant, appropriate mission statement is displayed in classrooms and handbooks. Administrative and teaching staff were involved in drawing up the statement at specifically convened in-service training sessions.  
M2 Organisational goals are very clear. They are broken down into SMART objectives for each department, with good procedures for monitoring progress.  
M3 The organisational structure is good and understood by all relevant staff. A photo-board in the hallway also makes this clear to students and visitors. Managers and administrative staff are able to cover for each other as a result of careful training and job shadowing.  
M4 Communication is very good, with regular formal meetings across and between all departments, as well as informal meetings several times a week. All staff were kept informed about the recent change in ownership and commented positively on the transparency and openness of the senior management team.  
M5 Feedback systems are good; initial and end-of-course forms are supplemented by informal checks on the first day, student tutorials (see T18) and twice-yearly student focus groups. Results are analysed and disseminated, and action taken is logged.  
M7 Self-evaluation is taken seriously, using feedback from staff, students and inspections to inform regular reviews. Comparison with other providers is obtained through professional membership of external organisations.

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

**Comments**

M8 Human resources policies demonstrate a commitment to staff welfare. Staff commented on the sensitivity of senior management and appreciated the flexibility and compassion shown.  
M10 Recruitment procedures are very thorough, with tried and tested templates for each stage of the recruitment process. Relevant staff have had both in-service and external recruitment training.  
M11 A clear and thorough induction procedure ensures that all staff are prepared for their roles. Administrative staff are able to shadow colleagues, and teachers to observe other teachers before starting their employment.  
M12 The annual appraisal sets clear targets, using simple performance measures to identify standards. Student feedback also informs the process. Unsatisfactory performance is dealt with firmly, following a set procedure.  
M13 The provision of professional development opportunities is generous, for both administrative and teaching staff. It is evident that the individual development of staff members, as well as the needs of the organisation, inform the training offered.

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

|   |     |
|---|-----|
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Met |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.          | Met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.                                | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.             | Met |

#### Comments

M15 Sales staff are well prepared for dealing with potential queries, having observed classes themselves. They are able to communicate with potential students or agents in four key languages. During their tutorials, students are also offered advice on options and/or possible examination courses.

M16 Enrolment, cancellation and refund procedures are appropriate and clearly described. Staff are also able to respond flexibly to personal circumstance. A dedicated member of staff helps with student finance.

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| <b>Publicity</b>   | Met     |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met     |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.  | Met     |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses.   | Met     |
| M25 Publicity includes clear, accurate and easy-to-find information on costs.  | Met     |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.                    | Met     |
| M27 Publicity gives an accurate description of any accommodation offered.  | Met     |
| M28 Descriptions of staff qualifications are accurate.   | Not met |
| M29 Claims to accreditation are in line with Scheme requirements.  | Met     |

#### Comments

Publicity comprises a website, two brochures (for adults and juniors) and social media. The main medium is the website, but both brochures contain a great deal of information, some of which is not available on the website.

Following the recent purchase of the school, a new website is being commissioned.

M26 This criterion is met overall, as all the relevant information is available and accurate. However, it is contained in different sections, or on different pages, so not easily accessible.

M27 This criterion is met overall, as accommodation is described clearly and accurately in general. However, the website does not explain the three different grades of accommodation offered. (The brochures contain this information.)

M28 Staff are described as 'qualified and experienced', which, although true for the majority of teachers, is not an accurate description of all staff employed at the time of the inspection, or at peak times of the year. This was corrected during the inspection and is no longer a point to be addressed.

### Premises and resources

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

#### Comments

All criteria in this area are fully met.

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

#### **Comments**

P7 There is a wide range of up-to-date, well-organised materials available, as well as good quality in-house materials. However, a considerable number of photocopies of coursebook materials is also used. (See D1.)

P8 A good selection of methodology books is available in the Learning Centre, in addition to the materials used for teacher training courses. Subscriptions to professional journals are also provided.

P9 There are laptops, data projectors and speakers in every classroom. These were seen being used confidently by a number of teachers. Servicing is provided by an external company with an office in an adjacent building.

P10 The Learning Centre is very well stocked. Attractive displays encourage use and the room is open and staffed all day. (See P11.)

P11 The TEFLI learning centre supervisor is able to give students individual advice, as well as to provide training on independent study skills. Teachers timetable their classes in the centre to do research or project-based tasks. There was evidence of the centre being well used during the inspection.

### **Teaching and learning**

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

#### **Comments**

T3 The academic profile of the staff is high, and staff have a variety of business, accountancy, mainstream teaching and academic backgrounds, useful for the courses being taught. The academic manager recruits with a view to filling gaps in capacity (e.g. a current need for a science background).

T4 The academic management team are very well qualified, and have worked at the school for many years. They are all TEFLQ, have a minimum of ten years' experience in English language teaching and at least three years management experience.

| <b>Academic management</b>   | <b>Area of strength</b> |
|--|-------------------------|
| T5 Teachers are matched appropriately to courses.  | Strength                |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.                         | Met                     |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.                              | Strength                |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.                             | Met                     |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met                     |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.            | Strength                |

**Comments**

T5 This is done well. The academic manager allocates classes on the basis of teacher preference and experience, but also in order to develop ability and capacity. Less experienced teachers are assigned more structured courses before moving on to more challenging, open-ended courses.

T7 Cover arrangements are good, and were seen to work effectively during the inspection. Several teachers have reduced timetables and are able to cover at short notice, and the three members of the academic management team do not teach on a regular basis, so are also able to cover.

T10 Observation procedures are good, with clear and thorough templates and processes. A mixture of evaluative and developmental observations is offered, and new systems trialled in consultation with teachers themselves.

**Course design and implementation**

Met

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

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

Met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.

Met

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.

Met

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Strength

**Comments**

T12 Courses are regularly reviewed in response to feedback from students and teachers. A significant component of the provision is custom driven, with courses reviewed and re-written according to demand.

T16 Several courses contain specific tasks and language work for students to complete with their homestay hosts or in the local environment. Evidence of this was seen during the inspection.

**Learner management**

Area of strength

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Strength

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Met

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Strength

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Met

**Comments**

T17 Effective procedures for placing students, and the numbers of classes available ensure a homogenous mix. At the oral interview, a needs analysis is conducted and students asked about any special needs they might have. This forms part of the student record (See T18).

T18 Students progress is monitored well, with weekly progress tests and more formal end-of-course tests, where progress is noted on a student record card. Regular tutorials form part the provision for longer-stay students and is an option for all students.

T21 Students reports are professionally presented and thorough, with a clear chart showing progress made.

**Classroom observation record**

|                                |     |
|--------------------------------|-----|
| Number of teachers seen        | 22  |
| Number of observations         | 22  |
| Parts of programme(s) observed | All |

**Comments**

A teacher covering on one day of the inspection was not observed.

**Teaching: classroom observation**

Met

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.

Strength

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.

Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Strength

T27 Teachers promote learning by the effective management of the classroom environment and resources.

Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.

Met

T29 Lessons include activities to evaluate whether learning is taking place.

Met

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

Met

**Comments**

T23 The majority of teaching revealed a confident knowledge of English language systems, including phonology. Teachers were authoritative and inspired confidence.

T24 All the lesson plans had very good, detailed, student profiles, showing an understanding of the students' linguistic needs, as well as their individual characters and role within the class.

T25 There was a coherent sequence of activities in all lessons. Relevant learning outcomes were sometimes made known to students.

T26 A wide range of appropriate teaching techniques was observed. These were used confidently and well in the majority of lessons observed.

T27 The data projectors were used well in several lesson segments. Students were generally paired or grouped appropriately and re-arranged where necessary. However, whiteboards were not used effectively in the majority of segments observed.

T28 Some good correction techniques were observed in some lessons.

T29 Activities were generally well staged to show that learning was taking place.

T30 There was a positive learning atmosphere in most of the lessons, but the unchecked use of students' own language in some lessons impeded opportunities for learning for both those students and others in the class.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged from excellent to just satisfactory, with the majority being evenly split between good and satisfactory. All the lesson plans were detailed and thorough and revealed a very good understanding of the linguistic and affective needs of the students. Knowledge of the language systems of English, including phonology, was sound in most of the lessons observed. Teachers used a range of appropriate techniques effectively and managed classroom resources, such as data projectors, well. Lessons were generally staged to show learning was taking place, and learning outcomes were sometimes made known to students. Some good correction techniques were used in some lessons. However, whiteboard work was untidy and, in a few classes, students were distracted by their peers and unable to focus on the lesson.

**Welfare and student services****Care of students**

Area of strength

W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.

Strength

W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.

Strength

W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.

Strength

W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.

Strength



|  |          |
|--|----------|
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met      |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Strength |
| W7 Students receive advice on relevant aspects of life in the UK.  | Strength |
| W8 Students have access to adequate health care provision.   | Strength |

#### Comments

W1 Safety and security measures are comprehensive and include good risk assessments, fire drill records and having trained fire marshals. Safety and security is the responsibility of a senior manager and potential risks have been identified, with appropriate measures put in place.

W2 The emergency plan is very good and procedures for handling an emergency on or off the premises are age-appropriate and handled sensitively.

W3 The provision of pastoral care is excellent and includes clear information, pastoral meetings and tutorials.

W4 Policies are detailed and accessible to both staff and students. Tolerance and respect feature prominently in the ethos of the school, from the mission statement through to general school activities.

W6 Transport information is very comprehensive for students using the transfer system and for students making their own arrangements. Clearly explained details cover the options, costs and timings.

W7 Advice is provided in multiple formats, including a welcome induction, noticeboards and student handbook. The content is very good.

W8 The health care provision is very good with multiple first aiders, a sick room and staff capacity to accompany students to the doctors, health centre or hospital as required. Students are informed of their medical and dental treatment rights.

| Accommodation (W9–W22 as applicable)   | Area of strength |
|--|------------------|
| <i>All accommodation</i>   |                  |
| W9 Students have a comfortable living environment throughout their stay.   | Met              |
| W10 Arrangements for cleaning and laundry are satisfactory.  | Met              |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.                | Strength         |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.  | Strength         |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.  | Strength         |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Strength         |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.                           | Met              |

#### Comments

W11 The accommodation team is well staffed and experienced. Homestay visits take place annually and staff make thorough safety and suitability checks including gas safety.

W12 Detailed information is provided including a photograph of the house or room, and hosts' occupations, interests and background.

W13 Formal and informal accommodation feedback systems work very effectively and there was evidence of issues being dealt with promptly. Students commented very positively on the warm welcome received from hosts.

W14 The homestay booklet contains all the key information which is reiterated and checked at visits and placement of students.

| <i>Accommodation: homestay only</i>   |     |
|---|-----|
| W16 Homestay hosts accommodate no more than four students at one time.  | Met |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.                               | Met |
| W19 English is the language of communication within the homestay home.  | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival.   | Met |

**Comments**

All criteria in this area are fully met.

*Accommodation: other*

|   |     |
|---|-----|
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.                              | Met |

**Comments**

All criteria in this area are fully met.

**Leisure opportunities**

## Area of strength

|   |          |
|---|----------|
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Strength |
| W24 The content of any leisure programme is appropriate to the age and interests of the students.   | Strength |
| W25 Any leisure programmes are well organised and sufficiently resourced.   | Met      |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.   | Strength |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.  | Met      |

**Comments**

W23 Comprehensive information is provided via the monthly newsletter, noticeboards and posters and students get tailored support with bespoke bookings as needed.  
 W24 The choice and range of activities is appropriate and well considered with a wide variety of activities that meet the interests of the students, including those on a longer stay.  
 W26 Programmes are carefully planned, and staff are well briefed. Programmes are risk assessed and also include a helpful activity plan, instructions for the session, maps and handouts for excursions.

**Safeguarding under 18s**

| <b>Safeguarding under 18s</b>   | Area of strength |
|---|------------------|
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Strength         |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.  | Strength         |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.   | Met              |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.  | Strength         |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.  | Strength         |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.  | Met              |
| S7 There are suitable arrangements for the accommodation of students.   | Met              |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.   | Met              |

**Comments**

Throughout the year the majority of the students are under 18. At the time of the inspection around two thirds of the students were under 18. In the summer peak period approximately three quarters of the students are under 18.  
 S1 The school has a clear and comprehensive safeguarding policy. Supporting documentation is very good and includes codes of conduct, guidelines on recognising abuse, clear reporting procedures and incident reporting templates. There is a named safeguarding officer and four deputies.

S2 Comprehensive training is provided for all categories of staff and adults with access to under 18s. The designated safeguarding lead (DSL) and deputy DSLs are all trained to specialist level.

S4 Systems for recruitment including, staff, group leaders and homestay hosts are extremely thorough. Full use is made of criminal record checks, barring lists and children's services.

S5 Supervision in school is excellent, including a daily check-in with the head of pastoral care or a designated group leader, supervised break times and regular meetings. The use of the premises, shared by under 18s and adults, has been well thought through, with separate areas for the different age groups and staggered breaks.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 Sampling identified the following issues: large numbers of photocopies of published materials and uncertainty over copyright licenses for published audio and visual resources; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

### Organisation profile

| Inspection history  | Dates/details   |
|---|---|
| First inspection  | 1983  |
| Last full inspection  | 2015  |
| Subsequent spot check (if applicable)                             | 2017  |
| 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 | Certificate-level ELT teacher training, IGCSE courses (non-ESL), ESL as a supply agency for private, sixth-form college   |
| Other related accredited schools/centres/affiliates               | Sir Christopher, Sir Edward, Sir Henry, Sir Laurence, Sir Richard and Sir William junior summer camps in Cambridge, Ely, Bishop's Stortford, Reading and Richmond-on-Thames, under separate accreditation |
| Other related non-accredited schools/centres/affiliates           | N/a   |

### Private sector

|                                |  |
|--------------------------------|--|
| Date of foundation             | 1954 (Studio English), 2018 (as a member of Full Circle Education Group) |
| Ownership                      | Name of company: Full Circle Education Group<br>Company number: 2747020  |
| Other accreditation/inspection | ISI  |

### Premises profile

|  |     |
|--|-----|
| Details of any additional sites in use at the time of the inspection but not visited | N/a |
|--|-----|

|  |   |
|--|---|
| Details of any additional sites not in use at the time of the inspection and not visited | Hills Road Sixth Form College (summer centre for English language courses for adults [18+] and young people [16+] in July/August). 24 classrooms and offices. |
|--|---|

| <b>Student profile</b>                               | At inspection            | In peak week: July (organisation's estimate) |
|--|--------------------------|--|
| <b>ELT/ESOL students</b> (eligible courses)          | At inspection            | In peak week                                 |
| Full-time ELT (15+ hours per week) 18 years and over | 79                       | 180  |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 130                      | 165  |
| Full-time ELT (15+ hours per week) aged under 16     | 12                       | 324  |
| Part-time ELT aged 18 years and over                 | 0                        | 0  |
| Part-time ELT aged 16–17 years                       | 0                        | 0  |
| Part-time ELT aged under 16 years                    | 0                        | 0  |
| <b>Overall total</b> ELT/ESOL students shown above   | <b>221</b>               | <b>669</b>                                   |
| Junior programmes: advertised minimum age            | 14                       | 13   |
| Junior programmes: advertised maximum age            | 17                       | 16   |
| Junior programmes: predominant nationalities         | Italian, Japanese        | Italian, Japanese, Turkish,                  |
| Adult programmes: advertised minimum age             | 16                       | 16   |
| Adult programmes: typical age range                  | 16–58                    | 16–40  |
| Adult programmes: typical length of stay             | 6 weeks                  | 3 weeks                                      |
| Adult programmes: predominant nationalities          | Italian, Chinese, French | Italian, Turkish, Japanese                   |

| <b>Staff profile</b>   | At inspection | In peak week (organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses   | 21            | 51                                     |
| Number teaching ELT 20 hours and over a week   | 6             |  |
| Number teaching ELT under 19 hours a week  | 15            |  |
| Number of academic managers for eligible ELT courses   | 3             | 7                                      |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 24            |  |
| Total number of support staff  | 8             |  |

### Academic manager qualifications profile

| Profile at inspection  |                             |
|--|-----------------------------|
| Professional qualifications  | Number of academic managers |
| TEFLQ qualification  | 3                           |
| Academic managers without TEFLQ qualification or three years relevant experience | 0                           |
| Total  | 3                           |
| Comments   |                             |

The academic manager and DoS do not have a teaching timetable. The ADoS teaches general English, runs the teacher training courses and works as a DoS during the summer. During the week of the inspection she was teaching in the mornings.

### Teacher qualifications profile

| Profile in week of inspection                        |                    |
|--|--------------------|
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 9                  |
| TEFLI qualification                                  | 13                 |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 0                  |

|  |    |
|--|----|
| Total  | 22 |
| Comments   |    |
| These numbers include the ADOS who was teaching during the inspection. |    |

**Accommodation profile**

| Number of students in each at the time of inspection (all students on eligible courses) |        |           |
|---|--------|-----------|
| Types of accommodation  | Adults | Under 18s |
| <i>Arranged by provider/agency</i>  |        |           |
| Homestay  | 39     | 140       |
| Private home  | 0      | 0         |
| Home tuition  | 0      | 0         |
| Residential   | 18     | 0         |
| Hotel/guesthouse  | 0      | 0         |
| Independent self-catering e.g. flats, bedsits, student houses                           | 0      | 0         |
| <i>Arranged by student/family/guardian</i>  |        |           |
| Staying with own family   | 0      | 1         |
| Staying in privately rented rooms/flats   | 22     | 1         |
| Overall totals adults/under 18s   | 79     | 142       |
| Overall total adults + under 18s  | 221    |           |