BRITISH COUNCIL

Inspection report

Organisation name	Studio Cambridge Language and Activities Programme
Inspection date	28–30 July 2026

Section standards	
Management 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
Premises and resources The premises provide students and staff with a safe, 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.

Summary statement

The British Council inspected and accredited Studio Cambridge Language and Activity Programmes in July 2026. 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 for details).

This private language school offers residential vacation courses for under 18s.

Strengths were noted in the areas of student administration, publicity, 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 well-established school based in central Cambridge, which runs year-round courses for young adults and adults, and summer vacation courses, called summer camps, for under 18s. Short courses for under 18s are also run outside the summer period and are based at the school's own Cambridge premises, as is one of its summer camps. These are accredited with the school's year-round courses.

In 2026, two off-site summer camps were being run: one in Cambridge and one in Ely. The provision at King's Ely (called Sir Edward), and Ridley Hall, Cambridge (called Sir Christopher) were both visited during this inspection.

The inspection took three days. Each camp was visited for a full day, and meetings were held with head office staff at the year-round school on the third day. At each summer camp, meetings were held with the course director, teaching coordinator, welfare officer, activities coordinator, and the liaison person from the host organisation.

Separate focus group meetings were held with students, teachers, activity leaders, and group leaders in both camps. Tours of the sites, including residential accommodation, were given.

At head office, meetings were held with the managing director, academic manager, sales director, and finance manager.

Address of head office

5 Salisbury Villas, Station Rd, Cambridge CB1 2JF

Description of sites visited

Sir Edward (King's Ely, Barton Road, Ely CB7 4DB). Studio Cambridge has use of 9 classrooms in the one building, a management office, staff common room, ICT suite (used as the teachers' room), large hall for activities, dining hall, sports fields, outdoor swimming pool, and tennis courts. All accommodation is on campus.

Sir Christoper (Ridley Hall and Newnham College, Sidgwick Avenue, Cambridge CB3 9HG). Studio Cambridge has exclusive use of Ridley Hall, which is a residential campus belonging to Cambridge University. As well as accommodation, Studio Cambridge has five rooms converted into classrooms, three administrative offices, a teachers' room, staff common room, student common room, and dining hall. The central quadrangle is used for activities. Most of the accommodation is on campus, but the provider also has some rooms at Newnham College, which is a 5-minute walk from Ridley Hall.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☒	☒
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

At Sir Edward, Studio Cambridge runs courses of 15 hours per week, consisting of general English as well as excursion preparation lessons. A full programme of activities and excursions is included.

At St. Christoper, courses of 15 or 21 hours are run, consisting of general English and excursion preparation. The intensive option includes an extra lesson focusing on communicative skills. A full programme of activities and excursions is included.

Management profile

The managing director and academic manager from the year-round school have overall responsibility for the summer camps. At each camp, there is a course director who manages the activity and welfare staff. The academic coordinator supports the teaching team.

Accommodation profile

All students are accommodated in student residences, on or near to the main teaching site.

Sir Edward Kings, Ely. Students are housed in four residences, all a short walk from the main teaching centre: Hill House, Hereward House, Canonry House, and Priory House. Students are placed in single gender houses in either single, twin or multiple-occupancy rooms (usually up to four beds). Several rooms are ensuite while some others have a sink in the room. Where bathrooms are shared, there are showers and toilets on each floor. At Priory House, there are three dorm rooms with shared bathrooms. One has up to nine beds, another with eight beds, and the

smallest has six beds. All are of a suitable size and design for the maximum number of students. All houses have at least one large common room and free laundry facilities. Rooms are cleaned every day and have secure access. Members of staff and group leaders are also accommodated in these houses.

Sir Christopher, Cambridge. Ridley Hall offers on-site accommodation, and Newnham College is situated a five-minute walk from the main premises. The rooms are single or twin occupancy, some ensuite, others with shared bathroom facilities. Again, the rooms are of a good size, especially at Newnham, where some rooms also feature sofas or comfortable seating areas. Both houses have large common rooms and free laundry facilities. Rooms are cleaned on a weekly basis. There is secure access to the buildings and individual rooms. Members of staff and group leaders are also accommodated in these houses.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. Strategic management systems are entirely effective, and staff management systems are mostly suitable. Student administration is very good, and publicity is both attractive and accessible. *Student administration* and *Publicity* are areas of strength

Premises and resources
The provision meets the section standard. The premises provide a very comfortable environment for students and staff, although risk assessments had not identified significant differences between the two sites. Learning resources are satisfactory and are consistently reviewed and updated.

Teaching and learning
The provision meets the section standard. The academic staff profile is suitable, and academic management systems are mostly effective. Course design is satisfactory, as are learner management systems. The teaching observed met the requirements of the Scheme.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities and suitable accommodation.
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. There is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

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

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M3 There is a clearly understood structure for the summer camps, which is further clarified by photo boards onsite. Evidence was seen of well-managed succession planning.
M7 There is a comprehensive review of systems and processes on an annual basis. This review considers multiple sources of reference including student, staff, agent and parents' feedback, as well as detailed reports from department managers.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Although job descriptions are in place, no evidence of review was seen, and specific reference to safeguarding duties was missing.
M10 Recruitment procedures are comprehensive with a thorough interview process. Strong teams, including management, were seen at both camps.
M12 Appraisal procedures for camp staff are not effective. Appraisees are not involved in the process, and staff spoken to had not seen their appraisals and did not appear to be aware that they can request to do so.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Students and their representatives receive very high levels of customer care. This was clear from speaking to group leaders and in evidence seen of feedback from agents and parents.
M15 Information made available to students and their representatives before and during their stay is detailed and personalised. Evidence was seen that parents' expectations were met and that good advice is provided during students' courses.
M19 Students and their representatives are made aware of conditions under which a student may be asked to leave the course. This is displayed clearly in camps, and evidence was seen of its consistent implementation.

Publicity	Area of strength
M21 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

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity comprises a website and brochure. The website is considered the main form of publicity. M22 The information provided is very well written and is available in ten languages which cover the organisation's major markets. M23 Information on courses is very clear and consistently presented across the different camps available. M25 Very clear information is given on the levels of care and supervision provided to different age groups across the two camps.	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 Although security measures on both sites were effective, the provider's own risk assessments of the two sites had failed to identify significant differences between them. This included access and egress, as well as the danger presented by freely opening windows on one site. P2 Both sites provide students with premises that are in a very good state of repair and decoration. Students and staff across both sites provided very positive feedback on this aspect of the provision.	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P11 Teaching and learning resources are reviewed on an annual basis, and returning teachers were able to give examples of how their feedback and requests have been responded to.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met
Comments	
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. T9 As well as very constructive formal observations, academic managers drop in on lessons on a regular basis and provide ongoing support and guidance to teachers. T10 No records were seen of regular CPD for teachers.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T13 Course design is reviewed regularly, and teachers confirmed that substantial improvements have been made over the preceding years.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
Comments	
All criteria in this area are satisfactorily met.	

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English and Intensive Options.
Comments	
All teaching is delivered face-to-face.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 Clear and accurate models of spoken and written forms were given in most segments seen, and overall, a sound understanding of language systems was evident. T20 In all lessons seen, student profiles informed lesson planning and the content of the lessons was appropriate in terms of topic. T21 Learning outcomes were expressed and shared with students at the beginning of the lesson, and there was a clear link between outcomes and lesson activities. T22 A range of effective teaching techniques was seen, including elicitation, nomination of individual students, and clear instruction giving. In stronger segments, new language was drilled effectively, and the understanding of concepts was checked. T23 The management of the classroom environment was satisfactory. In stronger segments, nationalities were mixed well, and the interaction was more student-centred. Classroom technology was used effectively in all cases. T24 On-the-spot correction of student errors was seen in some cases, and in others the lesson plan indicated that delayed error correction would take place. The praise of good language use was suitable. T25 In all cases, teachers provided opportunities for students to demonstrate their understanding of recently learned language, mostly through the short checking tasks or production tasks. T26 All teachers were friendly and approachable. In some lessons, there was a little too much teacher talking time. But all teachers showed good voice projection, and students remained engaged throughout. Students' responses were mostly listened to and acknowledged.	

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 There is a very comprehensive emergency plan in place which is made known to all staff, as confirmed during on-site meetings. Reporting systems are clear, and the senior management team are fully aware of their individual responsibilities. W2 High levels of pastoral care and support are in place. Staff are well trained, and there are very good systems for recording and communicating any welfare issues that arise. W6 There is very good provision of staff trained in first aid across all sites. Staff are available to accompany students to medical centres if required, and each centre has a dedicated welfare room.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W7 The accommodation seen during the inspection was of a high standard. Single, twin or multiple occupancy spacious bedrooms with a range of ensuite and shared bathroom facilities are available. Feedback was positive from staff, students and group leaders in this area. W8 Daily cleaning of students' rooms is provided at the younger learners' campus, weekly at the older students' residences. There are free laundry services in place and the accommodation seen, including toilets, was very clean and well maintained across all sites. W11 Group leaders and students commented positively on the prompt response time to any problems faced with accommodation. The organisation has a very good relationship with the host institutions, and any issues are resolved to the satisfaction of both parties. W13 Despite mixed reviews from students, the food sampled by the inspectors was of a high standard; appetising, with a good variety of options. Staff and group leaders commented positively in this area, especially regarding the provision for students with allergies or other dietary needs. The catering team are quick to respond to feedback or special requests.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a

W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W20 A wide variety of interesting sports, creative and cultural activities are organised, appropriate to the age and range of interests of the students. Consideration is given to longer-stay students when planning excursions to London, with a different walking route, venue and shopping area for each visit. Feedback from students and group leaders was very positive about the leisure programme. W21 Activities and excursions are very well prepared; staff are fully briefed, and itineraries shared. A team of very enthusiastic activity leaders are able to engage students and help them make the most of the activities and excursions organised. Staff are fully aware of emergency plans in the event of any incidents or interruptions to the planned itinerary. W22 Generic risk assessments are produced by the head office team. Activity managers adapt these based on the individual needs of a particular group of students, and activity leaders record any additional risks encountered during each event. At least one first aid trained member of staff accompanies each excursion.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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
At Sir Edward King's, Ely, there were 79 students in total 79, all aged between 8 and 14 years. At Sir Christopher, Cambridge, 101 students were aged between 14 and 17 years. S1 There is a comprehensive safeguarding policy with evidence of expert input, supported by a number of practical documents including codes of conduct and incident-reporting procedures. S2 In addition to the DSL and the two deputies who have received Specialist training, all other members of the management team are trained to Advanced level. All other staff have basic training. Group leaders and students are made aware of relevant points of the policy. All staff spoken to have a very good understanding of safeguarding principles and reporting systems. S5 Great care is taken to ensure students are supervised and safe during lessons and activities. There is a high ratio of staff to students and group leaders are not included in these numbers. Supervisors and activity leaders are well trained and proactive in their roles.

Declaration of legal and regulatory compliance
D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*. The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements. On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations. Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body. Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation. Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.
Comments
D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	1982
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Studio Cambridge Main School
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1954
Ownership	Name of company: Studio Language Courses (Cambridge) Ltd. Company number: 02747020
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	5 Salisbury Villas, Cambridge CB1 2JF
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Sir Edward
2. Name of centre	Sir Christopher

Student profile	Totals at inspection: centres visited	
Centres	1	2
ELT/ESOL students	At inspection	
18 years and over	N/a	N/a
17 years and under	79	101
Overall total	**79**	**101**
U18 programmes: advertised minimum age(s)	8	14
U18 programmes: advertised maximum age(s)	14	17

Staff profile at centres visited	At inspection	
Centres	1	2
Total number of teachers and academic managers on eligible ELT courses	8	8
Total number of activity managers and staff	5	9
Total number of management (non-academic) and administrative staff	3	3
Total number of support staff	4	2

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers		
Location/centres	HO	1	2
TEFLQ qualification and 3 years' relevant experience	1	1	1
Academic managers without TEFLQ qualification or 3 years' relevant experience	N/a	N/a	1
Total	1	1	2
Comments			
None.			

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers	
Centres	1	2
TEFLQ qualification/profile	0	1
TEFLI qualification (includes relevant QTS)	6	4
ATEFL registered portfolio in progress	N/a	N/a
Non-ELT-related qualified teacher status only (for short courses for under 18s)	N/a	N/a
Holding specialist qualifications only (for ESP/CLIL)	N/a	N/a
Alternative professional profile	1	2
Total	7	7
Comments		
None.		

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited				
Arranged by provider/agency	Adults		Under 18s	
Centres	1	2	1	2
Homestay	0	0	N/a	N/a
Private home	0	0	NA	N/a
Home tuition	0	0	N/a	N/a
Residential	0	0	79	101
Hotel/guesthouse	0	0	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0	N/a	N/a
Arranged by student/family/ guardian	Adults		Under 18s	
Staying with own family			N/a	0
Staying in privately rented rooms/flats	0	0	N/a	N/a
	Adults		Under 18s	
Overall totals	0	0	79	101

Centres	1	2
Overall total adults + under 18s	79	101