

Organisation name	Studio Cambridge Language and Activity Programmes
Inspection date	25–28 July 2017 and 13 August 2018

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

The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2021. However, evidence must be submitted within six months to demonstrate that weaknesses in S3 and S6 have been addressed.

Summary statement

The British Council inspected and accredited Studio Cambridge Language and Activity Programmes in July 2017 and August 2018. 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 courses in general English for under 18s and adults aged 18 and 19 only.

Strengths were noted in the areas of staff management and student administration.

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

Organisation profile: multicentre

1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	1983
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2018
Subsequent interim visit (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 main school year-round adult (16+) courses; language and activities programmes throughout the year for young learners, based at the main school and covered by a separate accreditation.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1954
Ownership	Name of company: Studio Cambridge Company number: 2747020
Other accreditation/inspection	ISI

Premises profile

Address of Head Office (HO)	6 Salisbury Villas, Cambridge CB1 2JF
Addresses of centres offering ELT at the time of the inspection	Sir Edward, King's, Ely CB7 4DB Sir Christopher, Ridley Hall, Sidgwick Ave, Cambridge CB3 9HG Sir Laurence, Lucy Cavendish College, Lady Margaret Road, Cambridge CB3 0BU Sir William, The American International University in London, Queens Rd, Richmond TW10 6JP Sir Henry, Hockerill Anglo European College, Dunmow Road, Bishop's Stortford CM23 5HX Sir Richard, Leighton Park School, Shinfield Road, Reading RG2 7DE
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>Visited in 2017: Sir Edward is based at King's School Ely, in the junior section, which is situated close to the city centre. The programme had the use of seven classrooms at the time of the inspection, with the option of several more if required, together with a hall, an IT room, a teachers' workroom and an office. Meals are served in a medieval dining hall about eight minutes' walk away, across a public road. Students are supervised to and from the dining hall. There are four residential blocks available, of which two were in use during the inspection. Students are accommodated in single, twin and multi-bedded rooms. Immediately adjacent playing fields provide sports facilities, including an all-weather pitch, tennis courts and an open-air heated swimming pool. Grass pitches are also in use. A large sports hall has provision for volleyball, basketball and badminton.</p> <p>Visited in July 2017 and August 2018: Sir Christopher uses premises at two adjoining</p>

	<p>colleges in Cambridge: Ridley Hall and Newnham College. The management of the centre, and most of the teaching, is located at Ridley Hall, a theological college. These premises comprise 11 classrooms, most of which are student bedrooms during the rest of the year, four offices, a dining hall, a lecture room, a student common room, a common room for teachers and group leaders and a teachers' workroom. The latter is housed in a prefabricated building. Ridley Hall also provides some residential accommodation in single and shared bedrooms.</p> <p>Newnham College provides the bulk of the residential accommodation (over 200 places in single rooms), four teaching rooms, and a dining hall. The facilities at its sports ground include tennis courts and pitches for football, rugby and volleyball.</p>
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Student profile at peak at all centres	Collated totals in peak week: 15–21 July all centres Figures for 2018
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	56
17 years and under	920
Overall total of ELT/ESOL students shown above	976
Predominant nationalities	Italian, Spanish, Turkish, Japanese

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	75
Total number activity managers and staff	58
Total number of management (non-academic) and administrative staff	17
Total number of support staff (e.g. houseparents, matrons, catering)	21

Academic manager qualifications profile at peak at all centres and HO	
Profile at peak: collated totals at HO and all centres. 2017 and 2018 figures were the same	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	6
Academic managers without TEFLQ qualification or without 3 years relevant experience	4
Total	10

Comments

The resident academic managers (called teaching co-ordinators by the school) at four centres are TEFLI and are supported by TEFLQ staff and academic managers from the Studio main school. The academic managers at the other two centres are TEFLQ. The details were the same in both the 2017 and 2018 inspections.

Teacher qualifications profile at peak at all centres		
Profile at peak: collated totals at all centres		
Professional qualifications	Total number of teachers	
	2017	2018
Diploma-level ELT/TESOL qualification (TEFLQ)	0	1
Certificate-level ELT/TESOL qualification (TEFLI)	62	56

Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	2	8
Teachers without appropriate ELT/TESOL qualifications	0	0
Total	64	65

Comments

2017: all teaching staff have ELT qualifications which meet Scheme requirements.

2018: The three QTS staff at Sir Christopher have qualifications which meet Scheme requirements.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input 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

Courses at five centres are for under 18s, while the published age range at Sir Christopher is 16–19 and the 'general ELT to adults' box checked above refers to this element of the course. Students are not grouped according to age; they are all treated similarly, and the ethos of the course is essentially that of a young learners' course and it is promoted as such.

The published age ranges at the different centres are as follows: *centres visited*: Sir Edward: 9–13; Sir Christopher: 16–19; *centres not visited*: Sir Henry and Sir Richard: 10–16; Sir Laurence: 13–16; Sir William: 14–17. At the time of the inspection one student aged 15 was attending lessons at Sir Christopher, but was resident at another centre with his own age group, and also participated in activities there. One student at Sir Christopher was aged 20 and one student at Sir Edward was aged 14.

All centres provide lessons in general English and British culture for 15 hours per week and two centres offer intensive tuition for 21 hours per week. The three centres catering for the younger age groups include themed lessons based on popular characters from contemporary children's literature. Two centres for older students offer academic skills with an IELTS option as part of their intensive programme. Other options available at specified centres are dance, Cambridge University discovery, and London discovery.

All centres offer a full programme of afternoon, evening and weekend activities and excursions.

2. DATA ON CENTRES VISITED

1. Name of centre	Sir Edward, Ely (2017 figures; not visited in 2018)
2. Name of centre	Sir Christopher, Cambridge (2018 figures)
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students,	100	100				100	100			

approximate percentage on ELT/ESOL courses										
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	29				0	56			
Full-time ELT (15+ hours per week) aged 16–17 years	0	94				0	185			
Full-time ELT (15+ hours per week) aged under 16	73	N/a				93	0			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	73	123				93	241			
Junior programmes: advertised minimum age(s)	9	16				9	16			
Junior programmes: actual minimum age(s)	9	15				9	16			
Junior programmes: advertised maximum age(s)	13	19				13	19			
Junior programmes: actual maximum age(s)	13	20				13	19			
Adult programmes: advertised minimum age	N/a	16				N/a	16			
Adult programmes: actual minimum age	N/a	16				N/a	16			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Japanese, Italian, Turkish, Romanian					Spanish, French, Turkish, Italian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	7	11				7	17			
Total number of activity managers and staff	6	9				6	17			
Total number of management (non-academic) and administrative staff	3	3				3	3			
Total number of support staff (e.g. houseparents, matrons, catering)	3	4				3	5			

Academic manager qualifications profile at centres visited					
Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	3			
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	0	1			

Total	1	4			
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Comments

The resident academic manager (teaching co-ordinator) at Sir Christopher is TEFLI and is supervised and assisted by a full-time teacher and a teacher trainer at Studio's main school, both of whom are TEFLQ. The school's overall academic manager, based at the main school, has oversight of the teaching at all centres.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	1			
TEFLI qualification	4	14			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	2	3			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0			
Total	6	18			

Comments

2017: the two QTS teachers have PGCEs in modern languages and are deployed at Sir Edward, the centre with the youngest age group. 2018: the three QTS teachers at Sir Christopher have PGCEs in modern languages.

Accommodation profile

Numbers at time of inspection: at centres visited	Column 1 2017 Ely, column 2 Sir Christopher 2018									
	Adults					Under 18s				
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	29				73	94			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/guardian										
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
Overall totals adults/under 18s	0	29				73	94			

Centres	1	2	3	4	5				
Overall total adults + under 18s	73	123							

Introduction

Studio Cambridge is a well-established school based in central Cambridge, which runs year-round courses for adults and summer vacation courses for young adults and 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 vacation courses. Both of these are accredited separately, together with the school's year-round courses. This accreditation includes six centres located in five towns and cities in southern England. They are housed in premises leased or rented by Studio Cambridge, comprising colleges and independent schools. These premises have been used by the school over a number of years and all offer on-site residential accommodation. Five of the programmes are exclusively for under 18s whilst one accepts students between the ages of 16 and 19.

The administration and preparation of the programmes takes place at the main Studio school and is undertaken by a team of full-time staff under the leadership of the academic manager and the operations manager. Two centres were visited for the inspection, together with the main school, which houses the central management and administration of the programmes. The centres visited were Sir Edward at Ely, which caters for students aged between nine and 13, and Sir Christopher at Cambridge, whose students are aged between 16 and 19 and which offers a general English course and a more intensive course including academic skills and IELTS preparation. (Each centre is given a name beginning with 'Sir'.)

In 2017 the inspection lasted two and a half days with two inspectors. Meetings were held at the main school with the managing director, the academic manager, the operations manager, the assistant operations manager, and the sales director. At each centre visited, meetings were held with the course director, the teaching co-ordinator (academic manager), the activities co-ordinator, the welfare officer, the activity leaders, and group leaders. There were also focus group meetings held with teachers and students at each centre. All teachers timetabled during the inspection were observed. The inspectors observed leisure activities and facilities; one inspector visited residential accommodation at each centre.

The 2018 spot check was conducted to end a period of review. In 2017 the school was placed under review because the section standard for care of under 18s was not met and there were weaknesses in M16, M24, T11, W1, C3 and C6. The spot check lasted one day with two inspectors. Meetings were held at the main school with the academic manager and a brief meeting with the operations director and sales manager. At the Sir Christopher centre, meetings were held with the course director, the welfare officer and the welfare co-ordinator, the activity co-ordinator and assistant activity co-ordinator, and two of the four house managers. There were also focus groups with teachers and two separate classes of students. The inspectors observed the organisation and start of the afternoon activities, toured the premises, sampled the accommodation and observed the signing in and out procedures. Publicity and student registration documentation was checked, observation records were sampled and welfare and risk assessment documents were reviewed.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 A clear management structure is in place at the main school and at the centres. Lines of reporting are specified and are made clear to staff at induction. The structure is set out in well-designed organograms. Key staff at centres are for the most part either full-time staff at the main school or returning staff with previous experience. In this way, continuity is maintained.

M3 Job descriptions are in place for all staff roles, both at the main school and at the centres. The role of the designated safeguarding lead is specified.

M4 In the lead up to the language and activity programmes, the summer planning group meets on a weekly basis and minutes are kept. When the programmes are running there are weekly meetings between members of the central management and course directors and teaching co-ordinators at the centres. Within centres there are weekly management meetings, teachers' meetings and activity staff meetings. Informal day-to-day contact is continuous. Detailed staff handbooks are produced and distributed.

M5 Human resources policies are clearly set out. Full checks are made of identity, right to work and qualifications. References are taken up in all cases and suitability checks are made.

M7 Induction procedures are very comprehensive and benefit from a more than adequate allocation of time. Centre course directors have two weeks of induction and preparation time, other centre managers have one week's induction, partly facilitated by the course director; activity organisers and teachers with residential duties receive two days' induction and non-resident teachers one day. This amounts to a substantial package of induction and training which covers all aspects of the provision. Staff spoke highly of the induction that they had received. Induction time is paid.

M8 All staff have a line manager, who reports on performance in an end-of-course report form which is sent to the main school. This is used to help in determining any future employment. The school has a disciplinary procedure which can be implemented in the event of any unsatisfactory performance.

M9 The induction process forms the major part of the professional development available, which is necessarily limited during a short summer season. Centre management staff benefit most from the induction period. Teaching co-ordinators provide additional in-course workshops for teachers on a weekly basis, with some input in the form of training packs from the main school (see T10).

Student administration

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

Comments

M10 Staff at the main school handle enrolment and payments and work closely with agents. There are sufficient staff and effective systems in place to meet demand at all times of the year. A good database enables staff to work quickly and efficiently.

M11 Most students come to the programmes through agents, who are able to guide them to the most appropriate course based on age and study objectives. The sales team based at the main school supports the recruitment process and handles the small proportion of direct enquiries.

M12 Enrolment procedures are highly efficient with a target maximum turnaround time of 24 hours. Refund arrangements are clearly set out in the terms and conditions. No fees are charged in the event of a documented visa refusal.

M13 Full student records are held on a comprehensive database which is accessible at all times to managers at the main school and at each centre. Emergency contact details for parents/guardians are readily available on the database. On arrival at their centre, students are asked to complete a student details form, which includes emergency contact details, thus providing a second source of information that might be needed in an emergency.

M14 A strict attendance policy is in place and is set out in all student handbooks. Class registers are taken twice a day and a member of the welfare staff visits each class early in each morning and afternoon session to check attendance. If a student is absent immediate attempts are made to locate them, including a bedroom check.

Attendance at activities is similarly checked, except at Sir Christopher, where evening activities are not compulsory and a signing in procedure is in place, but not a signing out system.

M15 The student disciplinary procedure and circumstances where a student might be asked to leave the programme are clearly set out in the student handbook, the staff handbook and the terms and conditions section of the school's website.

Quality assurance

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

Comments

M16 Most points raised by the previous inspection have been satisfactorily addressed. A number of procedures have been successfully implemented to address safeguarding issues raised in 2017 C3, C6, and management are aware of the need to manage the risks of unsupervised student time especially in the evenings.

M17 Centre managers write end-of-course reports which are considered when the programmes are reviewed at the end of the summer by full-time staff. Review meetings are held and records are kept of action taken.

M18 Early feedback is obtained at the end of each week through the use of a brief written questionnaire which asks some general questions. End-of-course student feedback questionnaires are more specific and targeted and provide useful information. The response rate is very high for both types of questionnaire. Action taken is recorded on the individual feedback forms in response to any negative comments. End-of-course feedback is analysed and summarised at the main school at the end of the summer and results are circulated for action.

M19 Staff complete an end-of-course feedback form and, in addition, there are staff comments forms available in the staff room at centres. Course directors write end-of-course reports, which are scrutinised by the summer planning group at one of its meetings.

M20 The complaints policy and procedure is set out in student handbooks. This clearly explains how students may make a complaint.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<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 checked="" 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 school's website and a printed brochure, supplemented by social media sites. The website is the main source of publicity for individual student recruitment, while the brochure is produced primarily with agents' needs in mind. Both publicity media include the language and activity programmes in with the rest of Studio Cambridge's provision, primarily the school's year-round adult courses. The language and activity programmes are branded in the brochure as 'English Camps for Young Learners'.

M22 Publicity material gives a fair impression of the provision, but a number of photographs of external locations are not captioned.

M23 Course descriptions are accurate but rather limited in scope.

M24 At Sir Edward the maximum age is given as 13 but one 14 year-old was enrolled. There were no students

outside the age range at Sir Christopher.

M27 A detailed and comprehensive description of the activities programme at each centre is provided, together with illustrative examples and pictures. However, the website states that evening activities are compulsory at all centres, while this is not the case at Sir Christopher. The publicity for Sir Christopher inaccurately refers to a number of university discovery activities that were unavailable to students. For example, the website states that: 'During evening activities there will be university theme-based activities to choose from as well as the popular Studio options.' These activities were not on offer at the time of the inspection.

M28 The second page of the brochure states that Studio provides 'A proven curriculum taught by experienced professionals.' This was not the case for the whole range of staff teaching at the time of the inspection, as some had only recently gained their TEFLI qualification.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is conducted to a good standard as is student administration. Both benefit from dedicated staff supported by effective systems. Quality assurance is generally good, but some key points from previous reports had not been satisfactorily addressed. Publicity is informative and attractively presented. *Staff management* and *Student administration* 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 checked="" 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 areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises at both centres are spacious and provide ample room for staff and students to work and move around comfortably. As well as offices and workrooms there are student and staff common rooms which provide pleasant areas for relaxation and socialising. In several places there are small kitchens for the preparation of drinks by staff. Both centres are set in extensive well-maintained grounds which, as well as providing opportunities for sports and games, also have well-kept and very attractive gardens.

R2 All premises are in an acceptable condition, both internally and externally.

R3 Classrooms at Sir Christopher vary in size and configuration from a few that are grand and elegant to the majority which are somewhat constrained in size, but just large enough to accommodate the teacher and the students in reasonable comfort. Classroom furniture in some rooms showed the need for renewal. At Sir Edward, all the classrooms in use are of a good size and are well suited to teaching younger learners. Classroom furniture is flexible and teachers are able to set it out to suit their needs.

R4 At Sir Christopher, the larger of the two centres visited, students have the benefit of two dining halls and two communal areas, one of each at each college. Sir Edward students eat in one dining hall and use another hall as a communal area, together with a grassed outside area equipped with picnic tables. All meals are provided.

R6 At Sir Edward teachers and managers have the benefit of a large, airy open-plan workroom and office area with ample desk space and storage space. One office is also in use. The teachers' workroom at Sir Christopher has limited but just adequate space in a prefabricated building. The managers have the use of four individual offices.

At both centres staff have the use of a separate room for relaxation and of a small kitchen for preparing drinks.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					
R7 There is a wide range of appropriate up-to-date material ensuring variety in the classroom. Both published course material and online resources are readily available, and the material is well suited to the ages and interests of the students. The materials have been selected carefully to match the age range at each centre.					
R8 Teachers reported that the material available to them was appropriate in quantity and quality. The school does not provide class sets of coursebooks but instead draws on its own bank of online material which can be accessed remotely at each centre, and on a substantial stock of printed books and other material, including photocopyable resources. Teachers have the use of a photocopier/printer at each centre.					
R9 At Sir Christopher most classrooms are equipped with only a whiteboard, and in some rooms the whiteboard is small. Teachers have the use of a number of CD players and six laptops. The use of technology is therefore limited. In contrast, at Sir Edward all classrooms are equipped with computers, data projectors and interactive whiteboards, which teachers had had some training in using. Several were observed being used effectively. The staff workroom at Sir Edward is equipped with six PCs. Wi-Fi is available at both centres.					
R12 The academic manager and his team at the main school review materials after each summer season and obtain or develop additional materials as required.					

Resources and environment summary

The provision meets the section standard. The premises in use range from adequate to very good and all provide satisfactorily for the needs of staff and students. Students benefit from the extensive grounds in which the premises are located. Teaching materials are appropriate to the ages and interests of the students and technology, where available, is used to good effect.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					

T1 Three teachers were without Level 6 qualifications and rationales were accepted in each case in the context of the present inspection due to partial completion of courses at higher education level, professional qualifications and professional experience in other areas.

T2 All teaching staff were TEFLI or had QTS with PGCEs in modern languages.

T4 The resident academic manager (teaching co-ordinator) at one centre was TEFLQ, while at the other the teaching co-ordinator was TEFLI. He was supported and supervised by a TEFLQ full-time teacher and teacher trainer from Studio's main school, who conducted observations of teaching. The overall academic manager at the main school also took an overseeing role.

T5 The rationale for one academic manager was accepted in the context of the present inspection in the light of distribution of roles, experience in the sector and previous employment in a similar capacity with the school in earlier years. This manager was not responsible for observing teachers for monitoring purposes.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T10 Formalised 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are deployed by the teaching co-ordinator on the basis of their previous performance, preferences, experience and teaching styles. There is flexibility, and changes are occasionally made in response to factors such as student feedback.

T9 Teachers are primed for continuous enrolment at the induction training sessions. Introductory activities and a 'welcome lesson' help to ease new students into their classes.

T10 As well as one or two days' induction, teachers take part in short weekly workshops led by the teaching co-ordinator. Topics are suggested from the main school and some training packs on relevant topics are provided.

T11 Sir Christopher records showed that all teachers had been observed. The inspectors were informed that this was also the case at Sir Edward.

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 checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<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 type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The principles of course design are set out in the teachers' handbook, and outline syllabuses are provided with links to suitable materials and resources. The information provided is helpful and practical and teachers reported that they were happy with this.

T13 Course design is reviewed by the main school academic manager at the end of the season. Information from agents and from teacher feedback feeds into the process.

T14 A weekly plan is posted in classrooms.

T16 Excursion lessons, preparing students for excursions, are timetabled into regular slots and aim to embed outside trips into the syllabus and the student experience.

Learner management

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

Comments

T17 All students are tested for the level of their English on arrival. The test is thorough and includes a substantial multiple choice component together with a writing test and a structured oral test.

T18 Progress tests are given periodically, every week at Sir Edward, and longer stay students may have a tutorial.

T19 A proportion of students at Sir Christopher opt to register for the IELTS test, which they can take at a nearby university. The school facilitates registration and provides preparation lessons, but students essentially self select, usually before arrival.

T22 Information on mainstream UK education is rarely requested but can be provided, with the assistance of an external body if necessary.

Classroom observation record

Number of teachers seen	23
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Number of observations	23
Parts of programme(s) observed	All parts of programmes at the two centres visited
Comments	
None.	

Classroom observation

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

Comments

T23 Teaching focused on skills work, taking a broadly functional approach and emphasising communicative skills. Teachers demonstrated a good understanding of language in use and supplied appropriate models.

T24 Many lessons were topic based, relating to and drawing on students' experiences and thoughts. Activities were personalised to reflect individual preferences and interests. Lessons also covered areas including verb forms, vocabulary, pronunciation and spelling. The strongest lesson plans produced were detailed, timed and well structured. Lesson content was also well matched to students' ages.

T25 Lessons focused on developing practical language skills and abilities, building on students' prior knowledge, often somewhat theoretical, of the language. A main aim was activating and developing spoken skills. Work plans and topics were posted in the classroom. Not all lesson plans identified outcomes.

T26 Teachers demonstrated the ability to use a wide range of techniques appropriate to the interests and ages of the students being taught. These included task-based activities, pronunciation exercises, vocabulary building activities, games and other interactive and competitive activities, and the effective use of questioning, cueing and elicitation techniques.

T27 Classroom management was effective and, where available, technology was used productively to enhance the student experience. Interactive whiteboards and internet access were used to good effect at the centre where these resources were available. In a small number of weaker lesson segments boardwork was not well planned and teachers' writing was not easily readable.

T28 Teachers monitored students during pair and small group work and corrected where appropriate. In stronger lesson segments observed there was some incidental error correction in plenary mode, but this was lacking in weaker lessons.

T29 Teachers used concept checking to establish that new language was learned and understood, and with the academic skills class at one centre homework was set, which provided the teachers concerned with useful feedback on student performance. Short progress tests took place at the end of each week.

T30 Most lessons were purposeful in nature, were focused and were well paced to maintain attention. Teachers were able to nominate effectively and student participation and engagement were high. There was a particularly good level of genuine communicative interaction in stronger lessons observed with higher-level students. Occasionally instructions were unclear or delivered at a level of language too difficult for students to understand. In weaker lessons, some students displayed a lack of attention and engagement in the work in progress, showing a lack of interest in the topics being covered. Younger learners also became restless and distracted in weaker lesson segments observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory. Most of the teaching was satisfactory or better. Teachers demonstrated a good understanding of language in use and lessons focused on developing practical language skills and abilities. Teachers demonstrated the ability to use a wide range of techniques appropriately and classroom management was effective. Stronger lessons observed were purposeful in nature, were focused and were well paced to maintain students' attention. In weaker lessons, some students displayed a lack of attention and engagement in the work in progress.

Teaching and learning summary

The provision meets the section standard. Teacher qualifications fully meet Scheme requirements and the profile of the academic management team is satisfactory, taking account of the support provided to resident managers who are not TEFLQ. Course design includes useful syllabuses with numerous links to appropriate teaching materials. Learner management is effective and there is thorough placement testing of students on arrival. The teaching observed met the requirements of the Scheme.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 A number of measures are in place at both sites to secure the safety and security of students. All visitors at King's, Ely must sign in at reception and wear lanyards. Students wear lanyards in Sir Edward and wristbands at Sir Christopher. At both centres, the host institution has conducted fire risk assessments and fire drills take place regularly. The Ely boarding houses are secure at night.

The premises risk assessment at Sir Christopher's has been expanded and new measures put in place since the last inspection, for example, the gates are now locked at 23.00 (previously locked at midnight) and there is a sign out/in system which is supervised at all times when the gates are open.

W3 Staff take welfare issues very seriously at both Sir Edward and Sir Christopher and a number of relevant staff are introduced and identified as people who can help students with any problems they may have.

W5 All students have the site-specific emergency telephone numbers. This information is also written in student handbooks and at Sir Edward on wristbands and at Sir Christopher on cards on lanyards.

W6 Transfers from the airport to centre accommodation form part of the school's inclusive offer regarding young learner summer centres.

W7 The pre-arrival documents and student handbooks include relevant information in appropriately graded language. Welcome lessons ensure that students understand key information as do welcome information quizzes.

Accommodation profile

Comments on the accommodation seen by the inspectors

Both sites offer residential accommodation. At Sir Edward, Ely the school uses three boarding houses with single, double and multiple occupancy rooms. At Sir Christopher residential blocks are used in both Ridley Hall and Newnham College. Most of the accommodation is in single rooms with some shared rooms in Ridley Hall. One of the inspectors inspected several residential blocks at both sites.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Both centres offer good or satisfactory accommodation. All bedrooms are appropriately sized for the number of students who use them. The Sir Edward accommodation houses include large common rooms that students can use to relax and watch films in. Laundry arrangements are satisfactory in both centres.

W14 Staff are identified for students to contact if any accommodation problems occur. The placement test has two initial questions about student satisfaction with the early arrangements (including accommodation). Additionally, students at Sir Edward are asked early in their stay if they are happy with their accommodation. Responses to accommodation issues are clearly recorded.

W15 Both centres offer a range of food options in dining halls.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

W22 Rooms are cleaned regularly on both sites. Bed linen is changed weekly.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 At Sir Christopher information about what is on locally in Cambridge is provided in the student handbook and on notice boards.

W27 Both centres offer a good range of cultural and sports activities. At Sir Christopher these are in the morning and afternoons and evenings and include visits to museums, walks, punting, board games, films and sports. The Sir Christopher students have one excursion per week on Saturdays. The Sir Edward leisure programme includes language activities, sports, arts and crafts, talent shows, discos, Harry Potter themed activities, two full-day and one half-day excursion per week. Student and group leader satisfaction with the Sir Edward activities and excursions was very high; at Sir Christopher some of the activities and excursions had not been well organised according to oral and written feedback. Both programmes offer appropriate wet weather alternatives to outdoor activities.

W28 Thorough risk assessments have been carried out for all activities and excursions. These are read by relevant staff at the beginning of their employment, but do not form part of documentation given to them before specific activities and excursions. The school has an excellent system of providing feedback forms through which staff can highlight any safety concerns they may have. These were being used well in one of the centres, but less well at the other. Excursion information for students include clear itineraries and useful safety advice. However, not all risk assessments viewed in 2018 included information on how to respond to situations where students are at risk.

Welfare and student services summary

The provision meets the section standard. Security needs are met and pastoral care is of a good standard. Accommodation is of a good or satisfactory standard and leisure programmes are generally suitable for the students.

Safeguarding under 18s

Safeguarding under 18s New criteria and comments 2018	Met
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.	Met
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not 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

St Christopher is the only summer centre where students over 18 are accepted. Approximately 70 per cent of the student group during the 2018 inspection were under 18.

S3 Parental consent forms make reference to under 18s having unsupervised time during the day and excursions but there is no mention of students being allowed to sign out after evening activities. Students can go off-site by signing out after the end of the evening activity at 22.00, (21.30 after some activities). This means parents and guardians may not be fully aware of the level of supervision and the possible risks involved. A number of students had been disciplined in 2018 for under-age drinking.

S6 Since 2017 the rules have been made more transparent and are shared with students in: the welcome letter received on arrival, the student handbook and at induction. Over 18s are permitted to drink alcohol off site and are told they are not permitted to buy alcohol for under 18s or bring alcohol on site. However, insufficient procedures are in place to ensure the rules are adhered to. There is no restriction, for example, on under 18s being allowed offsite after evening activities with over 18s.

Safeguarding under 18s summary

Overall the provision meets the section standard. There is an appropriate policy in place and staff have received relevant training. Parental consent information required in 2018 is much improved but not yet fully transparent. Staff recruitment is appropriately handled and supervision of students during scheduled activities is appropriate. New measures to ensure the safeguarding of under 18s outside scheduled activities have been introduced but arrangements for the safety and security of the students, particularly in the evening, need attention.
