

Organisation name	Cambridge Academy of English Summer Courses for Young Learners
Inspection date	26–28 July 2016

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

Recommendation

We recommend that accreditation be placed under review because the section standard for Care of under 18s was not met. The period of review to be ended by a spot check taking place next summer focusing on Care of under 18s.

Summary statement

The summary statement has been withdrawn and should not be used.

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2012
Last full inspection	2012
Subsequent spot check (if applicable)	2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Cambridge Academy of English, Girton, year-round school
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1975
Ownership	Kamiya Schools Limited Japanese educational trust Company number: 01506242
Other accreditation/inspection	N/a

Premises profile

Address of HQ	65 High Street, Girton, Cambridge CB3 0QD
Addresses of centres offering ELT at the time of the inspection	Princess Helena College, Preston, Hertfordshire SG4 7RT Old Buckenham Hall, Brettenham Park, Ipswich IP7 7RT Moreton Hall, Mount Road, Bury St Edmunds IP7 7PH
Addresses of any additional centres not open or offering ELT at the time of the inspection	None.
Profile of sites visited	<p>The teenage homestay courses are based in the year-round Girton school. The teenage programme has exclusive use of four large classrooms and an office around a courtyard, behind the main school buildings. There is an arts room in an adjacent building and students can use the canteen, the social club, the computer room, the common room and the external areas with wooden benches.</p> <p>Princess Helena College is a year-round girls' boarding school. In the main school building Cambridge Academy of English (CAE) uses a large course office, a course director's office, the hall, the library, the drawing room, the canteen, an activities resource room, the tuck shop, a den, and residential accommodation on separate floors for boys and girls. In the teaching block there are eight classrooms, a computer room, a director of studies' office and a teachers' resources room. External areas used include a lawn, the sports hall and gym, the tennis courts and the swimming pool. The centre also used a boarding house in the grounds at the busiest time of the summer.</p>

Student profile	Collated totals at time of inspection in all centres	Collated totals in peak week in July in all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	0
Full-time ELT (15+ hours per week) aged 16–17 years	30	33
Full-time ELT (15+ hours per week) aged under 16	100	157
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a

Comments

The age range of students varies from centre to centre:
 teenage homestay courses at Girton (14 to 16 year-olds)
 teenage residential courses at Princess Helena College (14 to 17 year-olds)
 teenage residential courses at Old Buckenham Hall, Brettenham, Ipswich (12 to 15 year-olds)
 children's residential courses at Moreton Hall School, Bury St Edmunds (8 to 13 year-olds)

The Girton and Princess Helena College courses offer 20 hours of lessons per week, and the other two courses offer 15 hours of lessons per week.

2. Data on centres visited

1. Name of centre	Girton
2. Name of centre	Princess Helena College
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres				Totals in peak week: these centres			
	1	2			1	2		
Centres	1	2			1	2		
Of all international students, approximate percentage on ELT/ESOL courses	100	100			100	100		
ELT/ESOL students (eligible courses)	At inspection				In peak week			
Full-time ELT (15+ hours per week) 18 years and over	0	1			0	0		
Full-time ELT (15+ hours per week) aged 16–17 years	4	25			4	29		
Full-time ELT (15+ hours per week) aged under 16	11	40			13	60		
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	15	66			17	89		
Minimum age	14	14			14	14		
Typical age range	14–16	14–17			14–16	14–17		
Typical length of stay (weeks)	3	2			3	2		
Predominant nationalities	Italian, French, Russian				Italian, French			

Staff profile	At inspection				In peak week			
Total number of teachers on eligible ELT courses	2	6			2	8		
Number teaching ELT under 10 hours/week	0	0			0	0		
Number teaching ELT 10–19 hours/week	0	0			0	0		
Number teaching ELT 20 hours and over/week	2	6			2	8		
Total number of administrative/ancillary staff	5	9			5	11		

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres								
Professional qualifications	Total number of teachers							
Diploma-level ELT/TESOL qualification (TEFLQ)	0	1						
Certificate-level ELT/TESOL qualification (TEFLI)	2	4						
YL initiated	0	0						
Qualified teacher status only (QTS)	0	0						

Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0	1			
Total	2	6			

These figures exclude the academic managers.

Comments

None.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Homestay	0	0				15	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	1				0	65			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s	0	1				15	65			

Centres	1	2	3	4	5
Overall total adults + under 18s	15	66			

Introduction

Cambridge Academy of English (CAE) is a well-established language school that runs courses for adults (17+) and for closed groups of under 18s throughout the year. The school has run teenage homestay courses from its year-round Girton premises since 1990. By 2012 CAE was also running three residential summer courses in preparatory and boarding schools, so the school sought and received separate accreditation for its young learner summer course provision in that year. The young learner summer courses in Girton take place in a purpose-built extension in the grounds of the main school, premises consist of four large classrooms and an office around a courtyard.

In 2016 the provider offered:

- three three-week teenage homestay courses at Girton, Cambridge (14 to 16 year-olds)
- two two-week residential course at Princess Helena College (PHC), Preston, near Hitchin (14 to 17 year-olds)
- two two-week residential courses at Old Buckenham Hall, Brettenham, Ipswich (12 to 15 year-olds)
- two two-week residential courses at Moreton Hall School, Bury St Edmunds (8 to 13 year-olds).

CAE continues to limit the number of students speaking the same first language and does not accept large group bookings on young learner summer courses. All centres offer a fully-inclusive package that includes lessons, accommodation, food, leisure programme, airport transfers and insurance. The courses are organised before the summer by CAE year-round staff who include the principal, the deputy principal, the director of young learner courses, the accommodation officer, the two DoSs of young learner courses, the activities manager, the young learners' administrator and other administrative staff.

In 2012 the Moreton Hall and Old Buckenham Hall centres were inspected and a spot check was conducted in 2013 of the teenage homestay courses at Girton. In 2016 the inspectors decided to visit the teenage homestay course in Girton and Princess Helena College, which was the biggest centre and had not been inspected in 2012.

The inspection took place over three full days. The two inspectors spent two days in Girton, one day reviewing management systems for all of the centres and the second day inspecting the teenage homestay courses. The last day was spent visiting the residential course at PHC, in Preston near Hitchin. At head office interviews were held with the principal, the deputy principal, the director of young learner courses, one of the two young learner DoSs, the accommodation officer, the activities manager, the young learners' administrator and other administrative staff. At Girton the course director was also interviewed. At PHC the course director, the DoS and the director of student services were interviewed. Focus groups were held with teachers, activity staff and students on both sites. All of the teachers teaching in the two centres were observed. One inspector visited two homestays in Girton and the residential accommodation in PHC. The inspectors held a round-up with the deputy principal and the director of young learner courses at the end of the final day.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: photocopying guidelines were not on display by photocopiers in the Princess Helena College centre; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear both at head office and in the centres. The director of young learner courses has overall responsibility for the provision, and is assisted by the deputy principal in the recruitment of summer staff. All of the four centres have a course director. At Girton the accommodation is arranged by the year-round accommodation officer and the academic management responsibilities are shared by the two DoSs. The leisure programme is organised by the activities manager. At PHC the course director is assisted by an on-site DoS and a director of student services.

M4 Communication works well informally at head office and in the centres. The course director, the other teacher and the young learner DoSs team work closely together in Girton. At PHC senior management meet each morning, as do the separate functional teams, before holding a general meeting with students. No minutes were available of meetings in the centres, with the exception of the activity team in PHC.

M5 Recruitment policy and procedures are clearly outlined, but the PHC centre was understaffed at the start of the first course. The DoS had had to teach a full teaching timetable in the first week and a social activity member of staff with teaching experience had filled another vacant teaching slot.

M6 Staff files did not contain a number of references for summer staff and some references did not refer to the applicants' suitability to work with under 18s. The copies of the staff qualifications for summer staff were not easily accessible and had not always been signed. Copies of safeguarding training certificates were also not available at head office for most PHC staff and were missing for some staff.

M7 Inductions in Girton for staff in all centres were carried out thoroughly.

M8 Appraisal notes for year-round staff include targets for the following year.

M9 Regular training is available for staff at Girton. Managers are active in safeguarding forums and local management and English UK special interest groups. CAE has helped year-round staff financially to further their qualifications.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There are sufficient staff to handle the amount of work efficiently. The head office staff and the management teams in the centres were praised by students for their friendliness and helpfulness.

M11 Parents and students receive excellent information and advice through clear publicity, email responses and key facts sheets.

M13 Emergency contact details, including relationship to the student and whether or not the person speaks English, are recorded on the parental consent form part of the enrolment form and the information is entered into the school's database. Relevant staff have remote access to the database at all times.

Quality assurance

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

Comments

M17 On the basis of feedback from management, staff and students, CAE develops detailed plans for discussion with host schools concerning timings and improvements for the next summer.

M18 Student feedback is gathered formally at the end of courses through a writing task. Earlier feedback is obtained through student council meetings. In Girton this meeting had not taken place until the third week of the first course, so no formal initial feedback had been collected. There is currently no template form to ensure that all aspects of course provision are covered in student council meetings.

M19 Staff complete exit questionnaires and copies of these were seen from 2015.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 a printed brochure, a website, enrolment forms, a social media site and listings on ELT portal sites.

M21 The publicity is written in clear, accessible language and mini translation versions of the website are available in eight different languages.

M23 Course descriptions are clear and detailed for all courses. There is a separate entry for each residential centre in the brochure with bullet points and typical day timetables, and key facts sheet for young learner programmes. There is also a Frequently Asked Questions (FAQs) section on the website.

M24 The times of classes and the number of hours taught are made clear. In 2016 CAE had, however, accepted students below the minimum age and above the maximum enrolment age on certain young learner courses.

M25 The programmes are fully inclusive and this is clearly stated and easy to find in course information.

M27 Sample timetables of leisure programmes are available in brochures and on the website.

M28 The publicity for PHC refers to 'our team of qualified and energetic teachers', when one of them had a qualification which does not meet Scheme requirements.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students and staff and largely in accordance with its publicity. Sampling of documentation revealed an issue in relation to the Declaration of legal and regulatory compliance which the provider has been asked to follow up. *Student administration* is an area 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Both sites have large, well-maintained grounds and rooms that comfortably accommodate the number of students and staff who use them.

R2 The Girton premises are in a very good state of decoration and repair and the PHC premises are adequately decorated and maintained.

R3 The classrooms at both centres are large, well ventilated and have natural light. The classrooms on both sites are free from extraneous noise.

R4 At Girton students can relax in classrooms, external areas with benches, the social club and the common room. At PHC students can relax in classrooms, in the hall, and in the drawing room and the library at certain times. At Girton students receive vouchers that they can use in the school canteen, while at PHC students take all meals in the school canteen and there is a tuck shop.

R6 In Girton teachers can use their classrooms, which all have computers, or congregate in the course office or in the year-round staffroom in the main school building. At PHC teachers have access to a large resources room and can use work stations in the course office.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Students do not receive coursebooks but create their own course portfolios from their own work, handouts and realia.

R8 Teachers have a wide range of supplementary materials that they can use on both sites. Teachers have access to materials through the school's computers that include project materials.

R9 Classrooms have either interactive whiteboards (IWBs) or projectors and computers. In addition, teachers can also write on whiteboards. Students have access to computers on both sites. Appropriate support and training is provided to teachers.

Resources and environment summary

The provision meets the section standard. The learning resources and premises of the two centres support and enhance the studies of students and provide an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

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

Comments

T1 One of the teachers does not have a Level 6 qualification. This teacher has engaged in post-school learning and has appropriate life experience. The rationale received was, therefore, accepted within the context of this inspection.

T2 One of the teachers in PHC does not have an ELT qualification that meets Scheme requirements.

T3 The rationale was accepted within the context of this inspection because of their previous TEFL experience, coupled with the fact that they had followed an initial TEFL training programme, even though the course did not fully meet Scheme requirements.

T4 The two young learner DoSs have diploma-level qualifications. Both of them had been involved in the academic management of the Girton centre at different times of the summer. One of them had then become the DoS in a particular residential centre. The academic management responsibilities, including observations, in PHC were shared between one of the young learner DoSs and the diploma-level centre DoS.

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 checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 assigned to levels according to their experience and preference.

T7 The school had experimented with some success with starting the lessons at PHC later in the morning after an activity session.

T8 The cover at the residential centres consists of the DoS, course directors or activity staff with teaching

qualifications. The DoS at PHC had had to teach for much of the first two-week course due to a shortage of teachers. T10 The centre DoS at PHC gave a lot of support to the three teachers who particularly needed it. There had been no young learner specific professional development sessions at either centre at the time of the inspection. T11 Formal observations had taken place for most teachers, but not for all of them in PHC.

Course design and implementation

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

Comments

T12 The course structure includes lessons based around selected projects. Other classes focus on excursion preparation lessons, British culture and electives. Guidelines for teachers are clear and examples of completed templates are located in the comprehensive teacher handbook.

T14 Course outlines are available to students through student-friendly course plans, sometimes displayed on classroom walls, and lesson aims written on most whiteboards.

T15 The project work of students helps them to record and review their learning and learners assess their progress against can-do statements.

T16 Courses include strategies to ensure that students benefit linguistically from being in the UK. The range of nationalities on courses enables students to inhabit English-speaking environments. Pre and post-excursion lessons, and classes on British culture, ensure that students learn English outside the classroom and during their leisure activities.

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Placement tests include a structure test, a writing task and an oral interview.

T18 Students are helped to monitor their progress through portfolio work and by assessing themselves against can-do statements at the end of each week.

T21 Students receive an end-of-course report and a CAE certificate before departure.

Classroom observation record

Number of teachers seen	8
Number of observations	10
Parts of programme(s) observed	Lessons observed included project lessons, British culture lessons and electives.

Comments

The two teachers teaching on the teenager homestay course were observed by both inspectors in order to ensure that the full range of lesson types was observed.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Some teachers gave good presentations of lexis with clear explanations. Appropriate models of both spoken and written English were provided and many, but not all, teachers included individual word stress in vocabulary lists.

T24 The content of most lessons was related to stated course objectives and in line with detailed class profiles in Girton. The class profiles in PHC were very basic.

T25 Nearly all lessons consisted of a coherent sequence of activities and learning aims or outcomes were made known to students through weekly plans or individual lesson aims written on whiteboards.

T26 Most lesson segments observed included opportunities for students to work purposefully in pairs and small groups. In the better classes good elicitation techniques were used and instructions were checked. In less effective lessons instructions were not checked and not understood by some learners.

T27 Whiteboards were generally well laid out with separate sections for lesson aims and new vocabulary items. Teachers effectively guided students to work in different groups at different stages of lessons.

T28 Good feedback techniques were used in stronger lessons. In weaker lessons many opportunities were missed to give oral feedback.

T29 Reference was made to previous learning in some, but not all, of the lessons observed.

T30 Students were generally fully engaged in lessons. Teacher language was generally appropriate for the level of students. Teachers managed classes effectively, and students spoke only English in classes.

Classroom observation summary

The teaching observed ranged from very good to just satisfactory and most of the lessons were either good or satisfactory. Lessons were generally well planned and relevant to the needs of learners. Teachers used a good range of effective techniques to keep learners engaged throughout lessons. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are generally appropriately qualified and are supported by academic managers. Course structure is appropriate and well designed. Not all of the teachers had been formally observed during courses. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>

W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is a good level of safety and security on both sites. At Girton measures are in place to mitigate the risks associated with having an open site, including appropriately placed CCTV cameras and monitors. The premises' risks assessments cover the risks associated with having juniors on an open site. Fire drills are carried out both at Girton and PHC and fire procedures are covered with new staff and students at induction. There is an appropriate number of first aid trained staff on both sites.

W2 All staff involved in the junior programme at the sites visited were committed to the pastoral care of the students and took their responsibilities very seriously. The student welcome pack includes information on who to talk to, together with photographs of the staff members concerned. The information is also covered at induction and the photographs are displayed on noticeboards. At Girton, homestay hosts receive good advice and guidelines on caring for under 18s. A prayer room is available at both sites.

W3 There are clearly identified staff to deal with personal problems. At PHC, the course director has specialist training. There are quiet spaces available for confidential discussions.

W4 A clear policy for dealing with abusive behaviour is available to staff. Students are made aware of the policy through school rules which are included in the welcome pack and are covered at induction. At Girton steps have been taken to address the school's responsibility relating to the Prevent strategy, but at PHC staff were less aware of the requirement.

W5 Students wear wristbands with the main school number where an out-of-hours answering service provides them with the emergency contact number. They are also issued with a student ID card which includes the emergency number.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Girton, students are accommodated in twin rooms in homestays and these are situated within walking distance of the school. At PHC they are in dormitories accommodating between two to eight students. Boys and girls sleep on separate floors. One inspector visited two homestays at Girton and the residential accommodation at PHC.

Accommodation: all types

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

Comments

W9 The homestays offered all the required facilities and services. The homes were comfortable and of a good size. The residences provided an appropriate environment.

W10 At Girton the accommodation officer has worked for the school for many years. She is very experienced and has had external training. There is comprehensive documentation in place for initial homestay visits and hosts are provided with good guidance on drawing up fire risk assessments. Accommodation lists for the residences are drawn up in advance and the course director at PHC commented that this made the arrival process smooth.

W11 Homestay accommodation is re-visited every two years, but the accommodation officer has regular contact with hosts when placing junior students. There is a pre-summer meeting with the host organisation for residential centres and accommodation requirements form part of the discussion.

W12 The homestay registers are kept up to date on a computerised system which the accommodation officer uses effectively. She is able to retrieve information easily on due dates for revisits, gas safety checks and fire risk assessments. There is comprehensive information on homestays including feedback from previous students. There are appropriate systems in place for allocating rooms to residential students.

W13 The confirmation letter for homestay students provides a good level of information about the family. Communication between the homestay host and the student is encouraged, by telephone or email.

W14 Students are made aware of who to speak to about any accommodation problems in their welcome pack, where the relevant staff member is pictured.

W15 Homestay students have breakfast and dinner each day with their hosts, and lunch from the school cafeteria during the week. Lunches are provided by hosts at the weekend. At the residence the food was of an acceptable standard.

Accommodation: homestay

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

Comments

W17 Clear information is provided to hosts in the information pack for homestay providers, with additional detailed advice and rules on hosting under 18s, which include emergency procedures.

W18 It is made clear in publicity and in accommodation confirmation letters that students share bedrooms.

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 All rooms are cleaned daily.

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

Comments

W26 At Girton students are offered a full programme of activities with one half-day and one full-day excursion each week. On Sundays there are optional activities available at the school in the afternoon. Students in the focus group said they would like more variety in the evening activities and would like these to finish earlier than 22.30 as they said the programme was tiring. At PHC there is a varied programme of activities including a good range of sports and arts and crafts. Students have a choice of short early morning activities before their first lesson at 10.00 to ensure greater concentration in lessons.

W27 The social activities organiser at Girton and the director of student services (DSS) at PHC have clearly outlined procedures for organising the leisure programme, and providing activity staff with detailed information. At PHC there

are good sporting facilities available to the students, including a large sports hall and a swimming pool. The activity staff prepare session plans that are approved by the DSS. The programmes at both sites are well resourced and students at PHC spoke positively about the variety.

W28 There are detailed risk assessments in place for all activities and excursions. These are given to activity staff who are encouraged to update them as necessary. There are clear guidelines in place on how to respond to emergencies, and a good proportion of first aid trained staff.

W29 Both the social activities organiser at Girton and the DSS at PHC are qualified sports teachers. The DSS at PHC is also a trampoline coach and a lifeguard.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are provided with a good level of pastoral care with staff at both centres taking their responsibilities seriously. The needs of students for security are met. Management of the accommodation systems works to the benefit of students. The leisure opportunities provided are effectively managed and the range is appropriate. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

The advertised age range at PHC is 14 to 17 years. There was one 18 year-old student at PHC at the time of the inspection. At Girton the age range is 14 to 16 years.

C1 There is a comprehensive safeguarding policy, which all staff sign. The policy includes a code of conduct, three named designated safeguarding officers (DSOs), safer recruitment practices, and procedures for handling allegations and delayed suitability checks.

C2 Brief training is provided at induction and all staff are required to complete a basic online course before starting employment. At PHC the certificates were dated the week of the inspection, which was the third week of the course. The course director stated that many of the staff were unable to produce their certificates and she organised a time for them to complete the training. No safeguarding certificates were seen for teaching staff at PHC who had taught only on the first course. Homestay hosts receive a safeguarding update letter in their homestay pack and are encouraged to do basic online training. Records show that a few hosts have completed this. Two of the year-round DSOs have advanced training, the third has basic training, as do the DSOs at the centres.

C4 Not all staff at PHC had had suitability checks. The course director stated she had not been informed of this and consequently had not put appropriate measures in place. Not all summer school staff had references on file and some references did not refer to the applicant's suitability to work with under 18s.

C5 At Girton the junior courses are held in a separate block. Breaks are staggered so the junior students are able to collect their lunches before adult students. On both sites students have an appropriate leisure programme. However, student safety could not be assured at PHC as measures had not been put in place for staff without suitability checks. At PHC there was an 18 year-old in class with under 16s.

C6 Parental consent forms are the same for homestay and residential students. For homestay students there is no indication that they will be walking to and from their accommodation at various times of the day, including after evening activities. There are written procedures for ensuring that students arrive home by the 23.00 curfew time and hosts are requested to telephone the activity staff, who are on duty until midnight, if a student is late. The activity staff are then responsible for locating the student. However, inspectors were told that homestay hosts do not always adhere to the procedures. Conversations with the hosts visited confirmed this; in one instance the host went to bed before the curfew time and she said that her husband generally waited up until the students arrived

home. The second host stated that if it was after 23.00 they went and found the students in the local park, as it was the usual place for teenagers to go.

C7 At PHC there was an 18 year-old student in the same residential accommodation as 14 and 15 year-olds, where shared bathroom facilities were used.

Care of under 18s summary

The provision does not meet the section standard. There is an appropriate safeguarding policy in place. Training is given at induction, but not all staff had completed the required online course before starting work. Residential staff do not all appear to have suitability checks in place. The rules covering the curfew time for homestay students are not always adhered to. An 18 year-old was in class and lodged with under 16s at the residential centre. There is a need for improvement in *Care of under 18s*.
