

Organisation name	Cambridge Centre for Languages, Cambridge
Inspection date	18–19 July 2023

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

Recommendation
We recommend continued accreditation with a spot check in summer 2024 focusing on teaching and the points to be addressed. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S3 have been addressed and that weaknesses in W2 and W4 will be addressed before the start of the next course. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Cambridge Centre for Languages in July 2023. 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 courses in general English for closed groups of under 18s and vacation courses for under 18s.

The inspection report noted a need for improvement in the area of teaching.

Strengths were noted in the area of premises and facilities.

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

Introduction

The Cambridge Centre for Languages (CCL) offers English language and activity summer vacation courses for 9 to 17 year-olds. The majority of students come in accompanied groups, often from schools in China, with group leaders (GLs), who are usually teachers from the respective schools. A small number of individual students are enrolled. The school has been able to offer residential accommodation on the premises for a number of years, in addition to the homestay provision. CCL offers tailor-made courses during the year to groups of under 18s, but only one of these courses has run in the last 12 months.

Currently, all managers and staff are employed on a seasonal basis or as required. The course director (CD) previously worked in a different role at the school prior to the pandemic and returned to the organisation in January 2023 to re-establish the summer courses. The senior teacher is also a returner and was involved in the online summer courses of 2022. She returned to site in July 2023. The school continues to employ teenagers from the local schools to act as teaching and social programme assistants. Some of the current social activities officers (SAOs) started working at CCL several years ago as teaching assistants (TAs). The welfare and student services person is based on site and covers welfare and accommodation with remote support from an accommodation manager.

The inspection lasted one and a half days. Meetings were held with the principal, the course director and the senior teacher, the welfare and student services manager (WASS) and the social activities manager. All teachers timetabled to teach in the week of the inspection were observed twice. Separate focus group meetings were held with students, teachers and activity staff. One inspector spoke to some of the accompanying group leaders. He also visited two homestays (virtually) and inspected both of the host school's boarding houses in use.

Address of main site/head office

St Mary's Centre, 47 Bateman Street, Cambridge CB2 1LY

Description of sites visited/observed

The Cambridge Centre for Languages summer school is based in St Mary's School, a day and boarding school for girls aged 4–18, close to the centre of Cambridge. CCL has exclusive use of the parts of the school where it is located, including the residential accommodation. On the ground floor there is a reception area, a large dining area, two large halls, and a staff office. Multiple classrooms and toilet facilities are available across several buildings which can be accessed from a central tarmaced area (previously the netball courts). The main classrooms in use were portacabin ones sited on the old netball courts. The teachers' room is on the first floor in the main building. Computer rooms are available for students' use. The residential accommodation is located on the third floor in St. Mary's School and in Mary Ward House. CCL has the use of the large grounds and various games pitches and outside recreation areas.

The registered head office is at Pioneer House, Vision Park, Cambridge CB24 9NL. All longer-term staff work from home and have regular meetings online outside the summer period. During the summer they are based at St Mary's School.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

In 2023 CCL restarted its summer English language and activity courses for 9 to 17 year-olds. Short, closed group courses are also available by arrangement during the academic year, for example a closed Turkish group attended earlier in the year for one week in May.

Management profile

The principal is responsible for the financial, marketing and strategic management of the school and the course director covers the operational preparations before the courses start, and the day-to-day running of the centre once the summer courses begin. He line manages: the senior teacher, who is responsible for the academic programme and the support of EFL teachers; the social programme and leisure activities manager, who in turn organises the activities and line manages the social activity officers.

Accommodation profile

In the summer CCL offers both homestay accommodation through approximately 20 hosts and residential accommodation in the two residences of St Mary's School, one of which is above the main school building.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values, and their publicity. The structure of the organisation is clear, communication is effective. Feedback mechanisms are in place, and student administration is carried out efficiently. Publicity is generally accurate.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very pleasant environment for work and relaxation. A satisfactory range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed. *Premises and facilities* is an area of strength.

Teaching and learning

Overall, the provision meets the section standard. Course design and learner management are mostly satisfactory. Academic management is generally appropriate; teachers receive some support, although formal observations had not been conducted. Overall, the courses are managed to the benefit of students. However, there are weaknesses in the teaching team qualifications and there is a need for improvement in *Teaching*.

Welfare and student services

The provision meets the section standard. The safety and security of the premises are ensured through appropriate systems. The accommodation offered is of a good standard or better. The leisure programme is well organised and suitably resourced.

Safeguarding under 18s

The provision meets the section standard. Although there is a detailed safeguarding policy in place, it does not contain any information about how delayed suitability checks will be managed. Systems for monitoring students inside and outside scheduled activities are appropriate.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
<p>M2 Immediate plans for the summer are clearly laid out and the senior management team (SMT) have a shared understanding of the immediate priorities. For the medium and longer term, there are however, no explicit written objectives and plans, setting out the steps needed to be taken with timescales.</p> <p>M4 Formal and informal channels of communication, including minuted meetings, shared messaging groups and posters are in place. Feedback from staff and student focus groups commented on the effectiveness of the various communication channels.</p>	
Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
All criteria in this subsection are fully met.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
M18 Emergency contact information is recorded but there is no indication if the person speaks English.	
Publicity	
	Met

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

Comments

Publicity consists of the website and a brochure. The main source of publicity is the brochure which is available as a downloadable PDF from the website. Various social media channels are also in use.

M26 The publicity does not specify what the supervision arrangements are outside class time or the arrangements for a student's journey from their accommodation to the teaching centre.

Premises and resources

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

Comments

P1 The premises are very well maintained. Students and staff benefit from ample space and extensive facilities both indoors and outdoors.

P3 Students have access to a range of facilities including a spacious dining hall, chill-out areas and pleasant grounds.

P6 The teachers' room is spacious and allows for resources storage, lesson preparation and meetings. In addition, there is a separate staffroom with comfortable seating and a kitchen area.

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

Comments

All criteria in this section are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T2 Three of the four teachers do not hold ELT qualifications that meet Scheme requirements. Although useful continuing professional development sessions are conducted each week, teachers do not receive sufficient targeted support to deliver the 30 hours of language classes delivered each week and they had not received formal observations. The policy-level rationale submitted is therefore not accepted in the context of this inspection.
T3 Some members of the teaching team have valuable experience and skills in areas such as drama, art and design which are an important feature of the courses.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T7 Cover arrangements are comprehensive. The senior teacher and course director are both fully qualified and available to provide cover if necessary.
T9 Teachers were very appreciative of the daily support session run after the afternoon teaching block, but more structural and targeted measures are needed.
T10 There is insufficient monitoring and observation to enable clear capability guidelines including for example, feedback and targets to be put in place to support teachers and to improve their classroom performance.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T13 No written course outlines are shared with students.
T15 Some suggestions on 'how to improve your English' are included in the student handbook but independent learning is not systematically included in course programmes.
T16 The British Culture lessons and Project hour sessions together with the links to the social programme encourage students to benefit linguistically from their stay in the UK.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All relevant criteria in this section are met.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

Comments

All teachers were observed twice.

Teaching: classroom observation	Need for improvement
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In stronger segments there was evidence of sound knowledge of the use of English. Models of language were generally accurate, but an absence of context meant the meaning and use of target language was not always clear.
T24 There was insufficient reference to student profiles and how to accommodate their learning needs.

T25 Teaching aims were included in some segments but learning outcomes were not clearly identified or shared with students.

T26 There was evidence of some teaching techniques such as elicitation, nomination and monitoring, but there was insufficient checking of understanding and student practice.

T27 There was imaginative use of materials and prompts in stronger segments. On occasion the clarity and content of boardwork did not support student learning.

T28 Stronger segments included helpful correction and constructive use of praise, but there were frequent occasions when correction opportunities were missed.

T29 Evaluation tasks from the coursebook including pairwork and written activities were incorporated in stronger segments.

T30 In stronger segments purposeful pair and group work activities were incorporated which increased student talking time and language practice; however, in weaker segments students were given insufficient opportunities to practise the language and there was insufficient control of the use of L1. A positive rapport was established in most segments.

Classroom observation summary

The teaching observed ranged from satisfactory to unsatisfactory against the criteria with most being satisfactory. Teachers generally modelled language clearly and on occasion knowledge of the linguistic systems of English were demonstrated, but meaning was not always made clear. There was very little evidence of planning to meet specific course objectives, or address different learning needs, of young learners, or anticipated problems. In some segments students were not given enough opportunities to practise the language. Error correction was rarely included and there were very few strategies in place to evaluate learning. The learning atmosphere was positive in the main.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Not met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 The school buildings are very secure; access is through a bell entry system controlled from reception. There are detailed premises risk assessments and fire drills take place frequently.

W2 Although the school has a detailed emergency plan, this had not been made known to all staff.

W3 All staff have a caring and attentive attitude to the welfare needs of students. There is a good level of pastoral care provided by the appropriately qualified and experienced WASS manager.

W4 There are clear policies and procedures for dealing with abusive behaviour, but these are not clearly made known to students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The two residences are very well maintained and include in one case shared rooms with separate storage space for different students and in the other case single rooms. Both residences have good-sized common rooms and a laundry. The homestay accommodation visited remotely was of a good standard.

W13 There are very effective informal and formal systems in place for monitoring student satisfaction with their accommodation and identifying and resolving any problems. Week-one questionnaires refer to accommodation and the WASS is available to discuss any issues during 'surgeries', which are resolved quickly, whenever possible.

Accommodation: homestay only

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

Comments

All criteria in this subsection are fully met.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W24 CCL offers a wide range of activities, sports and excursions to all students. However, at the beginning of the course the wide age range of students had caused problems in making activities suitable for them all. This was being resolved at the time of the inspection.

W25 All activities are well organised. Excursions are well prepared and staff receive detailed briefings and notes for leading guided walks.

Safeguarding under 18s

Safeguarding under 18s	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.	Not 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.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All of the school's students are aged between 8 and 17.

S1 Although the school has a detailed safeguarding policy, it does not include guidance on handling delayed suitability checks.

S3 Although the supervision arrangements for students are entirely appropriate for the different ages ranges, the times when students are unsupervised are not clearly outlined in the parental consent form.

S5 Students are closely supervised at school at all times, on what is essentially a closed campus, and during activities and excursions.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2003
Last full inspection	2016
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	Teaching STEM (weeks 3 & 4) / Teaching Coding (weeks 3 & 4)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Group staying in St. Mary's residential accommodation from 16–24 July. Students will be following a separate University of Cambridge course elsewhere in Cambridge but they will be sleeping in St. Mary's and will be participating in the CCL-organised evening activities.

Private sector

Date of foundation	1982
Ownership	Name of company: The Cambridge Centre for Languages Company number: 4438486
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	In peak week: July
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	16	21
Full-time ELT (15+ hours per week) aged under 16	64	112
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	80	133
Junior programmes: advertised minimum age	9 (8 by arrangement closed groups only)	9
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Spanish	Chinese, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	35	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0

Total	1
Comments	
Cover teaching if required but no scheduled teaching hours.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	3
Total	4

Comments
One teacher is TEFLI and two teachers hold TEFL certificates that do not meet Scheme requirements. The fourth teacher holds a secondary level teaching qualification in design.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	28
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	49
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	3
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	80
Overall total adults + under 18s	80	