

Organisation name	Select English Cambridge Summer Courses
Inspection date	25–28 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W11, W26, S4 and S7 will be addressed before the start of the next course. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Select English Cambridge Summer Courses 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).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Select English (SE) has its head office in Cambridge. Since 2008, summer junior and young adult/adult courses run from Cambridge have been separately accredited from the adult courses and closed group courses run throughout the year. There are three summer centres: *Young Learners* for students aged 10–13 at Culford School; the *Juniors' Course* (JC) for students aged 14–17 at St Andrew's College, Cambridge; the young adult/adult course for students aged 16–25 at Magdalene College, Cambridge. The last two centres were visited during this inspection.

The provision was last inspected in 2018. In February 2021 there was a change of ownership, a management buy-out by the current directors. They have worked for the school for a considerable time and continue in their main roles with additional shared management responsibilities. The year-round school and head office was moved to new premises in Cambridge.

This compliance-only inspection was conducted by two inspectors over three and a half days. At head office, meetings were held with the executive manager, the director of health and safety, the director of sales and marketing, the director of studies and welfare (DoS), the senior marketing and operations manager, the registrar, the admissions officer and the accommodation manager. At the centres, meetings were held with the course directors and the assistant directors of studies (ADoSs). Focus group meetings were held with students and teachers at both centres. A meeting was held with group leaders at the JC centre.

One inspector met members of staff responsible for the leisure programme and observed the organisation of activities at the JC centre. The residential accommodation was sampled at both centres and one inspector visited one homestay and one private home remotely. All teachers scheduled to teach at the time of the inspection were observed.

Address of main site/head office

58 Hills Road, Cambridge CB2 1LA

Description of sites visited

The year-round head office and school occupy the first and second floors of a building in central Cambridge. Access from street level is via a keypad-controlled main door which opens to a small lobby area and stairs leading to the first floor. There is a large, open-plan office/reception area, five classrooms, two of which were being used for JC classes, an office, a teachers' room, a kitchen, and toilets.

The JC is held in St Andrew's College, Cambridge (9–15 Station Road, Cambridge CB1 2JB) which is close to the head office, the city centre and transport links. There are four adjacent houses, each with four floors and its own entrance, accessed by a keypad. In total there are 18 classrooms, a students' common room, a teachers' room, a reception/office, two science labs, a course director's office and separate staff and student toilets. To the rear, there are gardens with seating.

Magdalene College (Magdalene Street, Cambridge CB3 0AG), situated in the centre of Cambridge, is used by SE for their summer course for students aged 16 to 25. The school office and the residential accommodation are located in one building on one side of the road that divides the college, while five classrooms and the college cafeteria are on the other side of the road. One of the classrooms is also used for social gatherings and activities. There are gardens and courtyards with seating.

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

The standard JC course includes 20 hours of English lessons and a full programme of afternoon and evening activities and excursions. Also offered are *English Plus Science* – ten hours of science lessons in place of some of the English lessons; *English Academy* – three hours of lessons in addition to the standard programme; *English and Football* – the training takes place in the afternoons and at weekends, after English classes finish.

The course at Magdalene includes 20 teaching hours per week and a full programme of afternoon and evening activities and excursions is offered.

Management profile

The school is managed by four directors. The Executive manager is responsible for the day-to-day running of the operation and also acts as the deputy designated safeguarding lead. The director of health and safety is responsible overall for health and safety and business development. The director of sales and marketing oversees sales and marketing activities, the recruitment of non-ELT staff and the management of accommodation. The DoS is responsible for academic management and the recruitment of teachers. She line manages the ADoSs. She is also responsible for student welfare and is the designated safeguarding lead.

Accommodation profile

Unless they are staying with family members, students on the JC are accommodated in homestays or a private home and rented residential accommodation; and students on the course at Magdalene College are resident in the college.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff and in accordance with the provider's stated goals and values. The structure of the organisation is clear and effective, communication is good and student administration is of a high standard. Publicity is clear and generally accurate.

Premises and resources

The provision meets the section standard. At head office and in both centres visited, premises are in a good state of repair and provide staff and students with a comfortable place to work and study. Some classrooms are rather small, but the provision is satisfactory overall. Students have access to attractive outdoor areas at both centres. There is a good range of teaching and learning resources available.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive excellent guidance from a strong academic management team 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. In general, the needs of students for security, pastoral care, information and leisure activities are met, and students benefit from well-managed student services, a good range of out-of-class activities, and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. Although students under 16 were staying in a private home, overall, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement describing the goals and values of the organisation on the website and in handbooks, and a strategic plan for the future of the organisation. The structure of the ELT operation is clear and works well. Communication is effective and staff feel well informed and included in decision making. There are good systems in place to collect feedback from students in writing, as well as face-to-face. Staff feedback is collected both informally and through structured meetings and surveys. All feedback is collated and analysed and used to inform future development. A self-evaluation document linked to updated policies is in place.

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

Human resources policies and procedures are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff. Recruitment procedures are thorough and staff records sampled had all the required documentary evidence in place. Induction and appraisal policies and procedures are effective. All members of staff are engaged with continuous professional development. The completion of mandatory training is well documented.

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.	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

Feedback from students and group leaders about the helpfulness and friendliness of all staff is very positive. Pre-arrival advice and guidance is good. The systems for enrolment, cancellation and refunds are well managed and students' records are complete and up to date. Absence and lateness policies and procedures are appropriate and rigorously implemented. Conditions under which a student may be asked to leave the school, and the complaints procedure, are clearly communicated to all stakeholders.

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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website; social media is also used. The website is attractive, easy to navigate, and the information gives rise to realistic expectations. Information on the programmes is comprehensive, well presented and easy to find, with all content written in accurate and accessible English. Costs (including any additional costs), the level of care and support given to students aged under 18 are all clearly described. The residential and homestay accommodation and costs are also accurately described. Private home accommodation is offered for students aged 16+. However, in the private home visited there were students aged under 16, see also S7.

Premises and resources

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

Comments

The premises at both centres visited are in a satisfactory state of repair, decoration and cleanliness. They provide a comfortable and professional environment for work and study. Some classrooms at St Andrew's and at Magdalene College are rather cramped but generally the classrooms are of adequate size for the number of students and are suitably furnished. There are facilities for staff and students to relax. At both centres, students have access to attractive gardens with seating. Water is available throughout and the arrangements for providing meals at the centres are satisfactory. Signage is satisfactory, and well-organised and attractive noticeboards give students useful information.

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	Met

with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There are sufficient resources for students and teachers. The educational technology is well maintained, and staff receive appropriate training in its use. Teachers have access to, and guidance on the use of, a range of paper-based and online learning resources. There are effective procedures for the review and development of teaching and learning resources.

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.	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

The team has a range of experience, knowledge and skills appropriate to the courses. The academic management team has a strong professional profile; it provides effective academic leadership and support at both centres. All teachers at Magdalene College have a first degree and an appropriate ELT qualification. On the JC one teacher does not have a Level 6 qualification but has relevant post-school education and experience and has an ELT qualification. Another teacher has no ELT qualification but has postgraduate qualifications and considerable experience of teaching English in the UK and overseas. Rationales were provided and accepted within the context of this inspection.

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.	Met
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.	Met

Comments

Teachers are matched appropriately to courses. The timetabling of students, teachers and courses is managed well. Cover arrangements are good. Information and guidance on managing continuous enrolment are appropriate to the context. The central DoS oversees the provision and the academic managers at the centres (the ADoSs) are available on a day-to-day basis to guide and support. There are effective systems in place for the observation and monitoring of teachers' performance, which inform teacher development.

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.	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.	Met

Comments

Course design is primarily topic based; it follows a four-week cycle and is linked to a range of levels. There is detailed reference to resources and teachers are guided in their lesson planning by the ADoSs. Learning objectives are discussed with students; a weekly plan is devised, displayed in the classroom, and reviewed at the end of each week. There is a lesson each day focusing on British life and culture which is linked to out-of-class activities and excursions.

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

Placement testing is effective. Students are encouraged to assess their own progress in achieving the learning objectives. All students receive leaving certificates/reports.

Classroom observation record

Number of teachers seen	4 at Magdalene College; 18 on the Juniors' Course.
Number of observations	26
Parts of programme(s) observed	Morning and afternoon classes

Comments

All teachers who were teaching on the days of the inspection were observed. Two teachers who were scheduled to teach that week but were not teaching on the days of the inspection were not observed. The four teachers at Magdalene College were observed by both inspectors.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of	Met

the group and individual learners.	
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comment

T23 With a small number of exceptions, teachers provided accurate models of spoken and written language. The illustration of grammatical structures and lexis was generally done well. In better segments, knowledge of pronunciation features was in evidence.

T24 Teachers had devised plans which drew on the course objectives and the content was partly based on student input. There was generally a clear focus on the learning needs and motivation of the students. Provision had been made for a student with special educational needs.

T25 Most plans included clear and realistic teaching aims and learning outcomes. Objectives were usually discussed with students at the start of the lessons, and most plans indicated that they would be reviewed at the end. Learning outcomes were achieved through a coherent sequence of activities.

T26 A range of techniques was observed: for example, eliciting, questioning, nominating. Effective use was made of prompts, interactive activities and games. Instructions were generally clear. Some oral practice of new vocabulary was observed but, in some segments, students were not given enough targeted pronunciation practice. There were good opportunities for extended speaking practice which focused on fluency and turn taking.

T27 Technological resources were used effectively. In better segments, whiteboards were well organised and neat. Students were seated and grouped appropriately for the tasks being undertaken. In some segments, there was movement around the class and variety in terms of grouping.

T28 Teachers monitored well. Some feedback on oral errors was given by prompting self-correction and providing a correct model. However, some opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice.

T29 Lesson plans included tasks and activities to assess whether learning had taken place. There was reference to work done previously and to future work leading to student projects or presentations.

T30 Some lessons were too teacher centred but, in most segments observed, teachers created a positive and purposeful learning atmosphere; students were attentive and engaged. Students reported that they were enjoying and benefiting from their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory or better. Lessons were generally well planned with content which met the needs and interests of the learners. Teachers used a range of appropriate techniques and made good use of technological resources. However, not enough attention was paid to students' pronunciation. Generally, students were actively engaged and they reported that they enjoyed their lessons.

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.	Not met
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.	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.	Met
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.	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	
In general, there are appropriate measures to ensure the safety and security of students in teaching premises and accommodation; however, the risk assessment for Magdalene College did not include student bedrooms, where windows – even those on upper floors – are not fitted with restrictors. There is an emergency plan, and good pastoral care provision in both centres, with any accidents or incidents, together with any follow-up, recorded in daily logbooks. Policies and procedures relating to abusive behaviour are clear, and students are given a 24-hour emergency number. Free airport transfers for under 18s are available on specific dates at specific times, and information on alternative forms of transport is available on the website for older students. Students are informed about relevant aspects of life in the UK and health care provision is good.	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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	
Accommodation, including arrangements for cleaning and laundry, is generally satisfactory. However, current gas safety certificates were not on file for all homestay hosts, and the approximate time and cost of travel between homestays and the school is not included in confirmation letters. Information for homestay providers is clear, and there are good systems for identifying accommodation problems; evidence was also seen that any issues in homestays and residences are dealt with promptly. Although special dietary requirements are catered for in both homestay and residential accommodation, food options are somewhat limited for students staying in residential accommodation.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	
<i>Accommodation: other</i>	
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	Met

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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
Leisure programmes for both centres take full advantage of local amenities and events. Programmes are age-appropriate, well organised and well resourced. Training for activity leaders is thorough and good support is available. Risk assessments do not always include guidance about action to be taken by staff when students are at risk.	

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.	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.	Not 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.	Met
S7 There are suitable arrangements for the accommodation of students.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

At peak, in July, there are over 200 students under the age of 18; numbers fall by about 40 per cent in August.

The safeguarding policy is generally satisfactory, but the descriptions of unsupervised free time during excursions and procedures in the event of delayed suitability checks were not entirely in line with observed practice. The policy has now been amended and these are no longer points to be addressed. Staff with responsibility for safeguarding are trained to an appropriate level, and consent forms reflect the level of care given. Two suitable references were not on file for all homestay hosts. There are suitable arrangements for the supervision and safety of students on the premises and outside the scheduled programme; particular care is taken to ensure that students on the JC reach their accommodation safely after evening activities. Requirements for separation of students by age and gender in residential accommodation are well met. Scheme guidelines say that students under the age of 18 should not normally be placed in private homes. The five male students accommodated in a private home visited were aged between 14 and 16. Suitable arrangements are in place for contact between the provider and parents/guardians/agents.

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	1997
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
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	Select English, Cambridge
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1991
Ownership	Name of company: Select English Ltd Company number: 03410953
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	58 Hills Road, Cambridge CB2 1LA
Name and location of centres offering ELT at the time of the inspection but not visited	Culford School, Culford, Bury Saint Edmunds IP28 6TX
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Juniors' Course (St Andrew's College)				
2. Name of centre	Magdalene College				
3. Name of centre					
4. Name of centre					
5. Name of centre					

Student profile

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					

ELT/ESOL students	At inspection				
18 years and over	0	21			
17 years and under	202	26			
Overall total	202	47			
U18 programmes: advertised minimum age(s)	13	16			
U18 programmes: advertised maximum age(s)	17	25			
Predominant nationalities	Italian, Chinese, Spanish				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	21	6			
Total number of activity managers and staff	15	1			
Total number of management (non-academic) and administrative staff	5	1			
Total number of support staff	14 (plus college staff)	college staff			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	2	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
Total	2	1			

Comments

These figures do not include the DoS at head office who is TEFLQ with many years' experience.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	3	4			
TEFLI qualification	14	1			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	0			
Teachers without appropriate ELT/TESOL qualifications.	1	0			
Total	19	5			

Comments

One teacher at St Andrew's and one at Magdalene College were not teaching on the days of the inspection.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0				46	0			
Private home	0	0				5	0			
Home tuition	N/a	0				0	0			
Residential	0	19				149	26			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	0	2				2	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	0	21				202	26			

Centres	1	2	3	4	5
Overall total adults + under 18s	202	47			