

Organisation name	Studio Cambridge
Inspection date	13–15 August 2024

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Studio Cambridge in August 2024. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Studio Cambridge was founded in 1954 and first accredited in 1982. This accreditation covers all courses that take place in the main school building near to the city's main train station. These programmes include year-round general English courses for adults and young learners (16+), Sir George courses outside the summer for young learners (14 to 17 year-olds), and Sir Michael summer courses for 13 to 17 year-olds. A separate Studio accreditation covers three other summer camps for young learners based in Cambridge colleges and King's School, Ely.

The inspection took place over two and a half days and was conducted by two inspectors. Meetings were held with a number of staff including the managing director, the senior sales manager, the academic manager, the director of studies (DoS), the school manager, the sales and accommodation manager, the welfare officer, and the activities co-ordinator. The inspectors held focus group meetings with group leaders, two separate groups of teachers (those teaching adults and those teaching juniors) and two separate groups of students (those on the adult programme and others on the Sir Michael junior programme). One of the inspectors visited in person the two residences used by students and inspected remotely two homestays. All teachers timetabled during the inspection were observed.

## Address of main site/head office

6 Salisbury Villas, Station Road, Cambridge CB1 2JF

## Description of sites visited/observed

The school occupies two buildings close to the main station. The main building includes a basement with two teachers' rooms. On the ground floor there is a reception area, offices and two classrooms used by adult course students and a canteen. On the first floor there are two offices for academic managers, two classrooms, and a learning centre. On the second floor there are an additional three classrooms.

The Sir Michael students use the back of the ground floor of the main building, where a welfare office, an activities room and classrooms are located. Sir Michael students also use the basement of the next-door building, where there are three additional classrooms. Behind the building there is a marquee and a garden with a large number of tables and benches.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" 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"/>
Content and language integrated learning (CLIL)	<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

Year round the school offers courses for adults and young people (16+). Students normally study for 15 or 21 hours per week. Some students take one-to-one lessons. Outside the summer, Studio also provides courses for 14 to 17 year-olds under the Sir George brand. In the summer, Sir Michael summer courses are offered to 13 to 17 year-olds. All of these courses take place in the central Cambridge premises of the school.

## Management profile

The managing director is assisted by the academic manager and the DoS on the teaching side. Other senior managers include the sales director, the senior marketing manager, the sales manager, the finance manager, the head of summer camps and the school manager. In the summer, the school manager becomes the course director for the Sir Michael courses.

## Accommodation profile

Students on the adult course and on the Sir George course are offered homestay accommodation throughout the year on a half-board basis. The homestays are at a maximum distance of 45 minutes by bus. During the summer, adults (18+) are also offered self-catering residential accommodation close to the school. They have ensuite rooms and shared kitchen/diners. Students on the Sir Michael course stay in residential accommodation in ensuite rooms on a full-board basis. Most of their meals are taken in the Studio canteen.

## Summary of inspection findings

### Management

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 in accordance with the provider's stated goals, values, and publicity. The school is well managed and benefits from an experienced team of senior managers who work well together. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of different groups of students. Guidance on the use of these resources is provided for staff and students where needed.

### 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 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 met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are well met. Accommodation offered is suitable and very well managed. A varied and appropriate leisure programme is offered for the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is detailed and effectively implemented with comprehensive training. Safer recruitment is practised, and supervision in school, in the accommodation and during leisure activities is appropriate. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

**Comments**

M1 The mission statement is widely displayed around the school building and in documentation. Staff were involved in its creation and it is integral to the ethos of the school.

M2 There are very clear organisational plans, which take into account succession planning, changes in the market place and becoming an even more environmentally friendly school.

M3 The organisational structure is very clear and made known to all staff. Cover arrangements are thorough and work well. Additional staff are taken on in the summer when several year-round staff take on very effectively other responsibilities.

M4 Communication works well both informally and formally. Minuted meetings take place regularly within departments and between them. Homestay hosts are sent a newsletter twice a year.

M5 Student feedback is gathered through surveys and twice-yearly focus groups. Trends are reviewed, and speedy action is taken whenever possible in response to specific issues raised by students.

M7 Systems and processes are reviewed in all areas at specific times of the year, including post-summer meetings that take into account suggestions from managers, other staff and students.

**Staff management and development****Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Strength

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Met

M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Met

**Comments**

M8 Studio provides a very good range of additional benefits to long-term staff, outlined in the detailed staff handbooks. Measures have been taken to enhance staff well-being and employees feel valued and supported.

M10 Recruitment and selection procedures are thorough and in line with all aspects of safer recruitment requirements. Staff receive training on recruitment and every opportunity is given for staff to benefit from internal promotions.

M11 There are clear and detailed induction procedures for all posts, linked to checklists. The school ensures that wherever possible there are extended handover periods to help familiarise relevant staff with their new roles.

**Student administration****Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Met

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

**Comments**

M14 It was clear from student feedback and oral comments that staff are very helpful and friendly and provide a high level of customer service.

M15 Students and agents receive very clear and detailed advice about available courses before and during courses. Agents receive newsletters with course updates.

M19 There are very clear procedures for managing student misbehaviour and the conditions under which students may be asked to leave the school. These are made known to students and staff and are outlined in a number of places including the student code of conduct, student handbooks and the terms and conditions.

<b>Publicity</b>	<b>Met</b>
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

The main medium of publicity is the website on which can be found year-round and summer camps brochures and a dates and fees document.

M21 Publicity accurately describes the premises and services offered. The school also checks agents' publicity to ensure its accuracy.

M22 The publicity is written in accurate and accessible English. There are summary translations of the website content into 10 other languages.

M23 Most of the required information is clear and easy to find. However, the publicity does not make it clear that tutorials are only available for students who study for a minimum of four weeks. The adult brochure includes the average but not the maximum class size.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

#### **Comments**

P5 Signage is very clear throughout the two buildings. There are attractive photo galleries of staff in the areas of the buildings used by both adult and junior course students. Noticeboards in classrooms and elsewhere are well maintained with up-to-date information.

P6 Teachers have two rooms for relaxation and study in the basement of the main building, with one designated as a work room. Adjacent rooms include a conveniently located photocopier room and a materials room.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met

P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
P7 Overall this criterion is met; however, there is an over-reliance on paper handouts, something that students commented on in both focus groups.	
P8 Teachers have access to a very good range of supplementary resources that are easily accessible, well maintained and organised.	

## Teaching and learning

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

<b>Academic management</b>	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met

<b>Comments</b>	
T5 Cover arrangements work well. The school can use a bank of teachers, and some teachers working in only the morning or afternoon can be called upon to work at other times of the day if required. Both academic managers are available for cover duties.	
T6 Continuous enrolment is well managed. Syllabuses are designed for specific topics and materials to be covered within weekly course outlines. Teachers receive very good oral and written guidance on how to manage students joining existing classes.	
T10 Insufficient continuing professional development about academic-related topics is offered to teachers on both year-round and summer courses.	

<b>Course design and implementation</b>	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met

#### Comments

T12 Students are helped to develop their language outside the classroom in a number of ways; for example, they prepare for excursions in special class lessons and they can participate in *missions*, through which they explore the cultural environment of Cambridge.

T13 Teachers are consulted about new course resources. Revised syllabuses were being used on both adult and young learner courses in 2024, and there are clear plans for reviewing these based on feedback from teachers and students.

T14 Weekly course outlines are available on all courses, but most students on the junior summer course were unaware of them.

<b>Learner management</b>	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

#### Comments

T18 It is clearly indicated to students that the academic manager can offer expert advice to them about their examination options, and he often does so in tutorials. The school has opened special classes for students who want to study for particular examinations.

#### Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	Lessons on both the adult and young learner courses which included an examination preparation class, a closed group and a one-to-one lesson.

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

## Comments

T19 Overall, teachers produced accurate models of spoken and written English, although there were a few examples of inaccurate usage and incorrect explanations of grammar.

T20 The content of the lessons generally took into account the objectives of the course, and the topics were of interest to students. In the case of examination preparation, closed group and one-to-one lessons, content was clearly linked to stated student needs.

T21 In most lessons the intended learning outcomes were made known to students on the board at the beginning of each lesson, although the link between learning outcomes and activities was not always made sufficiently clear. Objectives were usually achieved through an appropriate sequence of activities.

T22 Overall, teachers used a satisfactory range of techniques to present and practise language and to develop skills, for example, use of gap fills, matching, prompt cards, and video. However, instruction checking was inadequate in a number of lessons.

T23 Teachers generally made good use of the technological resources available. Whiteboards were generally well laid out, and worksheets and handouts were used to prompt language production.

T24 Teachers monitored students' performance during activities and provided lots of positive encouragement. Instances of good work and success were acknowledged. However, in a few classes, there was little or no error correction, particularly of pronunciation.

T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place. Some opportunities were provided for students to demonstrate their ability to use recently learned language. There were examples in specialist lessons of more extensive tasks to evaluate learning.

T26 In the vast majority of lessons, students were generally engaged in the tasks. In a few classes, however, the lesson pace was slow and students were not always totally involved in learning tasks.

## Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

## Comments

W2 The provision of pastoral care is of high standard with experienced teams of staff dedicated to the care of the students on both the adult and young learner courses. Some members of staff have received formal training to support students: for example, in the areas of student service management and of mental health.

W3 The ethos of tolerance and respect features prominently in the mission statement. Appropriate policies are supported by practical information and advice for staff and students.

W6 The health care provision is very good with a number of first aiders in the school and the residences at any one time. Staff accompany students to the pharmacy, medical practice or hospital as required.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met



W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### Comments

W7 The residential accommodation and the homestays sampled are very good. Rooms in the residences are ensuite and of a good size. The shared kitchen/dining areas are attractive and well equipped for the adult students who are self-catering.

W8 Arrangements for cleaning and laundry are of a high standard. The residences are cleaned daily, and for students on the Sir Michael course their laundry is done for them by the school's house managers.

W9 Homestays are visited annually or, after a gap, before a student is placed. There are good systems to flag up when fire risk assessments and gas safety certificates need renewing. The residences are formally inspected at the start of each letting period and monitored by the schools' residential house managers.

W13 The students on Sir Michael have most of their meals in the school canteen. The meals offered are well balanced and healthy. Student feedback is consistently positive about the food provided.

#### Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

#### Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

All criteria in this area are fully met.

#### Leisure opportunities

	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W19 The adults and the young learners have information about, and access to, leisure programmes which are designed for the different types of courses. Participation by the adult students is good and they receive help and advice with making independent arrangements. The programme for Sir Michael is integrated with their English lessons.

W20 The choice of activities is very well considered with a good variety, appropriate for the students' age, interests and length of stay. Consideration is given to the needs of returning or longer stay students.

W21 The leisure programmes are very well staffed, organised and resourced. All activities and excursions for the Sir Michael course are carefully prepared by activity staff to ensure that students benefit fully from their programme.

## Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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.	Strength
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

Throughout the year there are students aged under 18 at the school: on the adult course (aged 16–17), on the Sir George course (aged 14–17) or as part of a closed group (aged 14+). At the time of the inspection, more than two thirds of the students were aged under 18. Most were on the Sir Michael course, and some were attending the adult course.

S1 The school has a clear and comprehensive safeguarding policy. Supporting documentation is very good and includes codes of conduct, guidelines on recognising abuse, clear reporting procedures and incident reporting templates. There is a named designated safeguarding lead (DSL) and two deputies.

S2 Comprehensive training is provided for all categories of staff and other adults with access to under 18s. Induction for summer staff includes safeguarding training delivered by the DSL with an emphasis on how the safeguarding policy relates to the specific school context.

S4 Policies relating to the recruitment and vetting of staff, homestay hosts and group leaders are appropriate and implemented rigorously. Full use is made of criminal record checks, barring lists and children's services.

S7 Arrangements for the accommodation of students aged under 18 are of a very high standard. Students aged 16 and 17 on adult courses stay in carefully vetted homestay accommodation. Studio has sole use of a residence block within a few minutes' walk of the school for students on the Sir Michael course. Security of the premises is very good. There is always at least one member of the school's residential staff on duty. The security staff employed by the residence's management company are also available 24 hours a day.

### 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	1982
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Studio Cambridge Language & Activity Courses
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

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

### Premises profile

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

### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	60	76
Full-time ELT (15+ hours per week) aged 16–17 years	48	151
Full-time ELT (15+ hours per week) aged under 16	83	86
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>192</b>	<b>313</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–50	16–40
Adult programmes: typical length of stay	6 weeks	5 weeks
Adult programmes: predominant nationalities	Turkish, Thai, Italian	Chinese, Spanish, Turkish
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	3 weeks
Junior programmes: predominant nationalities	Turkish, Japanese, Italian	Chinese, Brazilian, Italian

### Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	16	18
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	7	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

**Comments**

The academic managers were not timetabled to teach.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	12
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	2
Total	16

**Comments**

None.

**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	35	9
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	17	111
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	11
Staying in privately rented rooms/flats	9	N/a
Overall totals adults/under 18s	61	131
Overall total adults + under 18s	192	