Inspection report

Organisation name	Eurospeak, Reading
Inspection date	22–23 November 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in C1 have been addressed.

Summary statement

The British Council inspected and accredited Eurospeak in November 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 and professional English for adults (18+) and for closed groups of under 18s and adults (18+) and vacation courses for under 18s and adults (18+).

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

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

Organisation profile

Inspection history	Dates/details
First inspection	N/a
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Eurospeak Kazakhstan

Private sector

Date of foundation	October 1991
Ownership	Private limited company Company number: 04439189
Other accreditation/inspection	ISI

Premises profile

Address of main site	Eurospeak Language School, 29A Chain Street, Reading, Berkshire RG1 2HX
Details of any additional sites in use at the time of the inspection	Greyfriars Centre, Friar Street, Reading RG1 1EH Two or three rooms used year round in training centre.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies a three-storey building in the centre of Reading, close to the main amenities. There is one entry and exit point, accessed directly from the street and opening onto a small vestibule with a noticeboard and a staircase leading to the first and second floors. On the first floor, a door leads into the main part of the school, with the reception desk immediately to the left on entry, together with the large school office, a seating area with computers and a classroom. To the right are three further classrooms, male and female toilets, a kitchen, a small staffroom and a small seating and relaxation area. A further classroom is on the second floor. The Greyfriars Centre is approximately five minutes' walk from the school, and is used for overspill throughout the year as required. It is a training centre adjoining a church, and used by the public. There are toilets, as well as tea and coffee facilities and a café.

Student profile	At inspection	In peak week: June
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	28	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	10
Full-time ELT (15+ hours per week) aged under 16	0	10
Part-time ELT aged 18 years and over	125	130
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	153	180
Minimum age	18	11
Typical age range	18–55	12–55
Typical length of stay	10 weeks	6 weeks

Predominant nationalities	Saudi, Spanish, Italian, Polish	Saudi, Spanish, Italian, Polish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	10	15

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	8
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	5	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	6

These figures   exclude   the academic manager.

Comments
The academic manager is TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☒	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
General English courses for adults (18+) are offered at levels from elementary to advanced, with additional optional conversation and writing classes. Classes preparing for external general English examinations and IELTS preparation are also offered, as well as Business English. Summer vacation courses are offered to both adults and juniors aged 12 to 17.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	3	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	53	0
Staying in privately rented rooms/flats	97	0
Overall totals adults/under 18s	153	0
Overall total adults + under 18s	153	

Introduction

Eurospeak was founded in 1991 and purchased by the current director, with a business partner, in 2008. Since April 2015 he has been the sole proprietor.

The school moved to its current premises in 2013. The director has overall responsibility for the school, and deals with commercial and operational areas. He also works closely with the director of studies (DoS) and the marketing, student recruitment and administrative officer. The team is completed by the administrative officer with two administrative assistants. A notable feature of the school is flexibility of enrolment, some elements of which are continued because local competition operates in this way. Non-visa students can enrol on a "pay-as-you-go" (PAYG) basis, where they purchase a number of lessons and use them up as they wish, or on a "membership" basis, where they purchase lessons and undertake to attend for an agreed number of days each week.

The inspection took one full day, one half day and one part day. Meetings were held with the director, the marketing, student recruitment and administrative officer, the DoS and the administrative officer. A focus group was held with teachers and one with students. All teachers were observed. One inspector visited homestay and residential accommodation and met the owner of the agency used by the school.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	☐
M4 Communication channels	☐	☒	☐	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☐	☐	
M9 Professional development	☐	☒	☐	☒	

Comments

M2 The management structure is clear, and significant sharing of roles takes place so that cover and continuity can be managed effectively.

M4 A range of formal and informal meetings takes place, including a full staff meeting, held monthly and minuted.

M5 There are clear policies and procedures and files indicate a full and thorough interviewing process and consistent implementation.

M6 Staff files demonstrate assiduous checking of qualifications and references.

M7 All new students receive an induction, and there is a statement describing the induction process. This could usefully be converted to a checklist for guidance and record keeping.

M9 Continuing professional development (CPD) arrangements are clear and effectively tailored, particularly for non-academic staff, several of whom have received training in areas directly related to their area of responsibility.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☐	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☒	☐	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M11 Course information is automatically generated through any enquiry, and the administrative team are able to talk through student choices and any implications.

M13 Records are kept of student contact details and emails are sent out termly to remind students to notify the school of any changes. Records are fully accessible to all relevant staff, although during the inspection it was necessary in at least one case to check the database and a second list with enrolment form information, to gain a complete student record.

M14 A clear attendance policy is in operation and systems for monitoring and follow-up are good. However, the school's very flexible enrolment policy makes it difficult to effectively enforce the policy as some students enrol on a PAYG basis, and many others on a "membership" basis which enables them to attend parts of the course in a pattern that is pre-notified. A period of absence may not be considered unusual under either of these arrangements, especially the former, and the school is currently developing new requirements in this area.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☐	N/a	☐	☒
M17 Continuing improvement	☐	☒	☐	☒	
M18 Student feedback and action	☒	☐	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 Feedback from students and staff feeds into planning and discussion. Action plans and business plans are produced.

M18 Feedback is sought online monthly, but response rates are low. Additional surveys are held termly at the same

time as progress tests to ensure better returns, and this feedback is analysed, and information circulated to relevant staff. However, there are no records of action taken. Early feedback is gathered informally and reacted to, but there are no records of this process.

M19 Teachers have opportunities to provide feedback at meetings and through online surveys, which produce a high response rate among staff. Some evidence of action taken in response to staff comments appears in meeting minutes. Teachers commented positively on the responsiveness of management to suggestions and requests.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☒	☐	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☐	N/a	☐	☒

Comments
The main medium of publicity is the website. Small leaflets are also produced and regularly updated with course offers and fees. The school also makes some use of social media.

M21 Publicity is clear and translations into a number of languages are offered through flag icons on the website, although there appear to be some discrepancies between the English and other languages. Although no inaccuracies were identified, it is unclear which parts are translation and which contain additional information.

M22 Photographs are captioned and permissions for testimonials are on record.

M24 Information on non-teaching days was not included and the minimum enrolment age was only included for the summer school, not main courses. Both these points were amended during the inspection. The unusual patterns of attendance and their potential effect on class sizes is not made clear.

M25 Leisure programme costs were not included, but added during the inspection.

M27 Information about the leisure programme can only be found in the summer programme section of the website.

Management summary

The provision meets the section standard. Staff are effectively managed and good human resources systems are in place. Student administration is efficient although challenged in some areas by enrolment policy. Quality control is appropriate but needs to be more rigorously documented. Some elements of publicity were amended during the inspection.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments
R3 Classrooms are mostly adequate for class sizes but in some cases movement is quite limited with maximum

numbers.
R4 There is a wide range of outlets for food and drink in the immediate local area, as well as a kitchen in the school and a seating area where food can be consumed.
R5 Although the school is fairly small, all areas are well exploited for display purposes, and there is a range of visually attractive notices with clearly displayed information throughout the school, including a digital display close to the reception. Classroom noticeboards are well maintained and up to date.
R6 The staffroom is small, but has lockers for teachers, and they are also able to work in classrooms and other areas.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☐	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☒	☐	☐	☒	

Comments
R7 There is a coursebook for each course, which all students purchase. The school's book policy states that any student staying for more than two weeks must buy the book. This could lead to an unacceptable level of photocopying, but inspectors were assured that no students enrol for less than two weeks. There is a need for the policy to be rewritten. R9 There are interactive whiteboards (IWBs) in all classrooms, and one computer for teachers. R12 There is no evidence of systematic review, although this happens on an ad hoc basis

Resources and environment summary

The provision meets the section standard. Premises are fit for purpose, well maintained, and benefit from good levels of technology. Resources for students and teachers are adequate but would benefit from a structured policy and system for development.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments
T1 The rationale for one teacher without a Level 6 qualification was accepted in the context of this inspection. T2 The school has a good teacher profile, with two TEFLQ teachers and three in the process of completing diploma-level qualifications, out of a total of six teachers. T4 The DoS is TEFLQ with teaching experience in the UK and a little academic management experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☐	

	Not met	Met	Strength	See comments	N/a
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☒	☐	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☐	☐

Comments

T9 Although teachers have evolved some good strategies for dealing with regular changes in class sizes and composition, this has not been led by an academic manager and there are no guidelines for teachers. In view of the very fluid nature of classes in the context of flexible enrolment plans, this area should be strengthened and documented.
T10 Regular CPD sessions take place, often identified and/or led by teachers. They are not yet explicitly linked to observation.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☒	☐	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☐	
T15 Study and learning strategies	☒	☐	☐	☒	
T16 Linguistic benefit from UK	☒	☐	☐	☒	

Comments

T12 This criterion is just met. Coursebooks provide a basic structure and schemes of work (SoWs) are produced based around the book. These are not standardised or monitored and vary in emphasis and detail.
T13 No evidence was seen of a regular or systematic approach to the review of course design.
T15 Although many students benefit from tutorials and individual learning plans (ILPs), PAYG students and visa students on courses shorter than six weeks do not. SoWs do not indicate any specific focus on study and learning strategies.
T16 There are no explicit links between coursework and the leisure programme or other external activities.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T18 Regular progress tests take place, as well as tutorials and ILPs where applicable.
T22 The director is able to offer guidance on UK education, and there is also information in the student handbook.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

All teachers were observed, including the DoS and one of the teachers covering classes for another (who was seen later in their own right).

Classroom observation

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

Comments

T23 Teachers generally demonstrated sound knowledge and awareness of linguistic systems and provided clear models, although in one or two cases inaccurate models were provided through inappropriate materials. Little evidence was seen of attention to phonological features such as stress marking, pronunciation or intonation.
T24 Lesson plans included brief student profiles and anticipated problems as part of the template used by all teachers. In practice, some teachers made more effective and meaningful use of this information than others.
T25 Aims were seen on boards in some segments and were clear to students. Staging and sequencing were generally logical and appropriate. Students in the focus group commented very positively on the helpful way that their lessons developed, with time to understand and practise.
T26 A range of appropriate techniques was seen, including effective use of elicitation, although some concept questions were more successful than others. Despite an evident need for it in a number of segments, choral repetition was used insufficiently and/or ineffectively.
T27 IWBs were used confidently and competently across all classes. Coursebooks, worksheets, and one or two examples of materials adapted as practice prompts were also seen. In general, teachers did not encourage movement in classes.
T28 IWBs were used very effectively for feedback, for example, adding and reviewing information, as well as highlighting errors and correct forms. There was a rather limited range of techniques for correction, in particular relatively little encouragement of peer correction, especially in speaking, and insufficient feedback on phonology.
T29 In some cases teachers were able to make learning explicit through the use of appropriate activities and tasks, and homework review, although relatively little review of learning points was seen.
T30 Lessons included a good variety of interactions and task types, and students were generally engaged. Teachers pitched their own language effectively, with some exceptions where authenticity was affected by the loss of weak forms and contractions. Students commented very positively on their classes, teachers and progress.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority of segments being judged to be good. Teachers planned lessons effectively, with helpful staging and opportunities for practice. Resources were appropriately used and students were engaged in a range of activities. There was relatively little use of controlled practice and review and the range of correction techniques was limited.

Teaching and learning summary

The provision meets the section standard. Teachers and the DoS are appropriately qualified. Academic management is generally adequate but the management of continuous and flexible enrolment needs to be more explicit. Course design would benefit from clearer systems for systematic review and a clearer focus on independent learning for all students. Learner management is appropriate and effective. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design and implementation.*

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	N/a
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The front door of the school, on a quiet pedestrianised side street in Reading city centre, leads directly to the reception on the first floor, which is always staffed. There is a thorough risk assessment of the premises. The administrative officer reviews the premises, which are covered by CCTV, weekly. The alarm system is also tested weekly and there are unimpeded fire doors in relevant areas, and escape routes are indicated. Fire drills are practised quarterly. However, records show that drills have never taken place during evening classes.
W2 The vast majority of the students have links to the local community and have family support so the need for pastoral care is mostly limited to information giving related to local issues, and to dealing with any homestay problems. The students in the focus group were very positive about the support, friendliness and approachability of the reception team, the teachers, the administrative officer and the director. One of the classrooms doubles as a prayer room.
W4 Eurospeak has a clear abusive behaviour policy and procedure which relates to behaviour in class, accommodation and social events, and a clearly written reference to it is contained in the student handbook. The school is addressing its responsibilities under the Prevent strategy, and relevant staff have undertaken Prevent training.
W5 Although the majority of the students are settled in the local community, a 24-hour emergency contact number is provided for all students.
W6 The school informs students of the cost of a bus pass. An airport transfer service is offered by Eurospeak, run by a local taxi company.
W7 Appropriate and comprehensive information is contained in the student handbook, and this is re-iterated at induction.
W8 General information on NHS rights is supplied in the student handbook. Since students' entitlement differs considerably, more specific information is given to individuals at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

Accommodation is only offered for adult students, through an agency. The owner of the agency met with one inspector to clarify systems and procedures, and the inspector visited two homestays. She also inspected one of the two halls of residence recommended by Eurospeak. The homestays offered accommodation in single rooms. They were both within a 15-minute bus ride of the school, though some are further out, within a 25-minute ride. The privately run hall of residence is located in the centre of Reading, a five-minute walk from the school. It consists of self-contained studio apartments with private bathroom, kitchen and living area. There is also a communal living/lounge area with television and a launderette on the ground floor. It has 24-hour reception via the wardens.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☒	☐	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☒	☐	☐	☒	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 A comfortable living environment is available to students in both homestays and the residence. Both hosts visited were very experienced in hosting and had their students' welfare very much at heart. The residence is only a year old; studios had been built to a high specification, with two sizes available, and kitchen facilities had been

designed with safety devices and were well equipped.

W10 All accommodation is inspected for safety and suitability by agency staff. One of the homestay hosts was not aware of the need for a fire risk assessment.

W12 Accommodation registers are kept up to date with information about re-visits and Gas Safe certificates, but no records are kept of fire risk assessments being in place.

W13 Information about homestay accommodation booked is accurate, and the agency includes a brief pen-portrait of the hosts and the home. Confirmation indicates the number of the bus which runs from the homestay to the school, but not the cost.

W14 Students are told who to contact about accommodation at induction, and the school seeks feedback about accommodation on the students' first day, and on the first Friday. Problems, which are few, are addressed swiftly. The only student in the focus group living in a homestay found by the agency was very positive about his experience.

W15 Breakfast and evening meals are provided by hosts. The residence is self-catering.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 The agency is in the process of producing a handbook for homestay providers which is intended to include all the relevant policies, rules, terms and conditions, and expectations that the school has of its hosts. Currently these are provided, but not in a single document.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	☐
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☒	☐

Comments

W26 An optional programme of cultural activities and excursions which takes advantage of local events is available to the adult students only.

W27 The leisure programme is modest but appropriate and includes games evenings, visits and parties. Programmes are devised in consultation with students, and there is a range of free and more costly activities. Students in the focus group reported favourably on a recent theatre visit. During the summer a wider range of activities, including excursions, is offered, also for students aged 18 and over.

W28 There are specific risk assessments for each activity, which are regularly up-dated.

W29 Sporting activities are not offered in the programme. Activities may be led by any staff member.

Welfare and student services summary

The provision meets the section standard. The school provides a high level of support for students in terms of security and pastoral care. Homestay accommodation is good and residential accommodation is of an excellent standard. The school needs to ensure that the accommodation agency makes hosts aware both of the requirement for a fire risk assessment, and of the need to check systematically that these have been undertaken. Students have access to a limited but flexible programme of activities and visits which takes account of their social situation and interests.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☒	☐	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐
Comments					

Under 18s enrolled as individuals are recruited during the summer period, so there were no students under 18 enrolled at the time of the inspection. The corollary of this is that there was no opportunity to check the implementation of criteria C5 and C6 in practice. No accommodation or activities programme is provided for under 18s, and this is made clear in the publicity. In the peak week in June 2016, 20 under 18s were enrolled.

C1 The safeguarding policy names the director as the safeguarding lead. It covers bullying, child abuse and use of the additional premises. However, the policy is not related to the Eurospeak context, and does not include areas such as the school's recruitment policy. Procedures, such as those for break times during the summer school, are not specified. The school amended the policy in the course of the inspection, but it still lacked comprehensive coverage of the measures, which the school does take, to safeguard children.

C2 Policies are available to all staff and are summarised in the staff handbook. Basic training is provided for all teaching and reception staff and new starters, and regular refresher training is integrated into CPD sessions. The director has had specialist training and the administrative officer advanced training.

C3 Publicity is explicit about the school's policy of only accepting individual students under 18 with parental/guardian support, and that no social programme, food or accommodation is provided. There are links to relevant policies on the website (but see comments under C1).

C4 Safeguarding is prominent in the advertisements for new staff, it is clear that gaps in CVs will need an explanation, and references are required before interview. All staff, including taxi drivers operating the transfer service, are required to have a DBS check.

C5 Under 18s are taught in separate classes from adult students. Break times are staggered, and teachers of under 18s have responsibility for supervision during break times. No leisure programme is offered.

C6 Very few under 18s enrol for morning and afternoon classes. A teacher is responsible for their supervision over the lunch break. Parents/guardians bring and collect the students from the school.

C7 No accommodation is provided, and those students who have classes in both morning and afternoon are advised that they must bring a packed lunch.

Care of under 18s summary

The provision meets the section standard. Staff are well trained and provide good pastoral care. Recruitment is in line with best practice. Although thorough procedures are in place for the safeguarding of students under 18, this is not reflected in Eurospeak's safeguarding policy.