

Organisation name	Eurospeak, Reading
Inspection date	11–12 June 2025

<b>Section standards</b>	
<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.

**Summary statement**

The British Council inspected and accredited Eurospeak Reading in June 2025. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, and staff management.

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

**Introduction**

Eurospeak was founded in 1991 and first accredited in 2016. The director has been the sole proprietor since 2015. Year round there is a mix of international and home-based students. Many of the students will continue to higher education in the UK or are working and living in the area. A summer, junior vacation course accepts students aged 11–17, who are living or staying with their families. No accommodation or leisure programme is included in this course.

The inspection took two inspectors a day and a half. The inspectors held meetings with the school director, the academic co-ordinator, the business support manager, and the administrative officer. All the teachers teaching during the inspection were observed and separate focus group meetings were held with teachers and students. One inspector had remote meetings with the accommodation agency and visited two homestays remotely.

**Address of main site/head office**

Eurospeak Language School, 29A Chain Street, Reading, Berkshire RG1 2HX

**Description of sites visited/observed**

The school is located in the centre of Reading. There is one entry and exit point, accessed directly from the street and opening onto a small vestibule with a noticeboard and staircase leading to the first and second floors. On the first floor, a door leads into the reception and large school office area, four classrooms, toilets, a kitchen, a small staffroom and a student area. A further classroom is on the second floor.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
Applied English/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**

General English courses are offered at levels from elementary to advanced. General English or examination preparation programmes are timetabled in the mornings, while afternoon lessons focus on conversation practice and skills development. Students can study full or part-time for between four hours and 25 hours per week.

Vacation courses for under 18s are run in the afternoons and offer general English or conversation classes.

**Management profile**

The school is managed by the proprietor/director. The DoS is supported by the academic co-ordinator. At the time of the inspection, the DoS was absent, and the academic co-ordinator was covering that role.

**Accommodation profile**

The majority of the students are already based in the UK and or arrange their own accommodation. Homestay accommodation is available for adult students only and is provided by a local accommodation agency. The school is responsible for all accommodation communication with students and the agency covers the contact and communications with homestay hosts. All under 18s have to be accommodated with their parents and or guardians. Homestay provision is available with up to 50 hosts and seven students were in homestay at the time of the inspection.

**Summary of inspection findings****Management**

The provision meets the section standard and exceeds it in some respects. The well-established management of the provision operates very effectively to the benefit of the students and in very clear accordance with the providers stated goals, values, and publicity. *Strategic and quality management* and *Staff management* are areas of strength.

**Premises and resources**

The provision meets the section standard. Although the premises provide a suitable study environment and facilities for staff and students, they are not in a good state of repair, cleanliness or décor and some risks have not been fully assessed. Resources are generally suitable, but are insufficient for classroom use, and there is a need to supplement resources for the junior courses.

### Teaching and learning

The provision meets the section standard. The academic team has a professional profile (qualifications, experience, and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure they support students effectively in their learning. Courses are generally 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 meets the needs of the students for security and pastoral care. Students benefit from well-managed student services, out-of-class activities and accommodation.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school. There is a clear and comprehensive safeguarding policy, and staff are suitably trained to implement it.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## 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.	Met

### Comments

M1 There is a very clear statement describing the goals and values of the organisation. These are made known to staff. There is evidence that the statement is integral to the working of the school and the provision made for students.

M2 There are very clear objectives for the future of the organisation and plans to achieve them are realistic. There are comprehensive measures to monitor progress and a clear process of review after an objective has been achieved.

M3 The structure of the organisation and cover for key posts is very clear. There are photographs of staff on noticeboards. Effective succession planning is in place.

M4 Channels of communication both within the school and with other organisations that they work with are very effective. Communication is often informal with the addition of formal meetings. Good use is made of social messaging. Staff are involved and engaged.

M5 Student feedback is systematically collected and there was evidence that it is used to improve services. Records illustrated actions taken in response to termly focus group feedback for example.

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.	Met

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.	Strength
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 Human resources policies are comprehensive and made known to staff. Staff feel valued and well supported and the work environment is happy and rewarding.

M11 There are thorough and customised induction procedures for staff. Staff report that they feel well supported both when they start their employment and throughout their probationary period, with opportunities to shadow colleagues.

M12 There are very effective monitoring and appraisal systems in place. Targets are set during the annual appraisals, and these are clearly linked with CPD opportunities. Feedback from students is regularly shared with staff, especially with regard to positive comments.

<b>Student administration</b>	Met
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.	Met
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.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
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 Staff are notably helpful and courteous to students. Comments from students are very positive. There is a comprehensive IT package and staff have thorough, ongoing training in its use and can easily enter and retrieve information on a student.

M18 The policy on student attendance and punctuality is very clear. Students understand the importance of attendance and attendance overall is very good. Any absences are followed up, accounted for and records kept.

<b>Publicity</b>	Met
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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
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

Publicity consists of a website and various social media sites. The website is the main medium of publicity.

M21 Some stock photographs are misleading, and gallery photographs are not captioned. This was rectified during the inspection and is no longer a point to be addressed.

M23 The minimum age on the year-round adult courses is not clear. This information was clarified during the inspection and is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not 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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

### Comments

P1 Risks associated with the open access onto a side street have not been adequately assessed or mitigated.  
P2 The premises overall are not in a good state of cleanliness or decoration and one of the two female toilets was out of order.

<b>Learning resources</b>	Met
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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 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

### Comments

P7 A significant number of students who did not want to buy the coursebook, were attending classes without one, which resulted in teachers having to photocopy beyond the permissible amounts. There were no suitable resources for the younger students on the vacation course.

## 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.	

### Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.  
The recruitment and support policy is effectively devised and 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.	Met

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Not 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.	Met

#### Comments

T9 New teachers are not observed within the first two weeks of their employment.

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

#### Comments

T12 Although individual teachers may include in their lessons some strategies which help students to develop their language skills outside the classroom or to benefit linguistically from their stay in the UK, these strategies are not included in the course plans and are not applied consistently.

<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.	Met

#### Comments

All the criteria in the above area are fully met.

#### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English and Conversation classes.

#### Comments

Both inspectors observed each of the teachers.

<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.	Strength

### Comments

T19 All teachers provided clear and appropriate models of spoken and written English and generally gave clear explanations and examples. In some stronger lessons additional language information was also given, such as word class and pronunciation.

T20 All plans included student and class profiles, and lesson content reflected course objectives. In many plans, linguistic needs were identified and differentiation planned.

T21 Learning outcomes were clear in most plans and were generally shared with students, and staging was logical.

T22 Most teachers were able to draw on a range of appropriate teaching techniques with confidence, including questioning and eliciting, concept checking, and nominating.

T23 Classroom management was generally effective. Interactive whiteboards were used competently and resources well chosen.

T24 Students generally received appropriate feedback, including positive feedback. A range of feedback techniques was seen, including reformulation and peer correction.

T25 All lessons included activities to evaluate learning such as short task completion, monitoring and whole class feedback.

T26 A very positive atmosphere was observed in all classes; almost all teachers generally had a strong presence and maintained a good pace with appropriate variety of interaction patterns. There was a high level of student contribution in all lessons, and students were very purposefully engaged.

## Welfare and student services

<b>Care of students</b>	Met
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.	Met
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.	Met
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.	Met

### Comments

All criteria in the above area are fully met.

<b>Accommodation (W7–W18 as applicable)</b>	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
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.	Met

#### Comments

All criteria in the above area are fully met.

#### *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 the above 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.	N/a

#### Comments

None.

#### **Leisure opportunities**

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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W22 Risk assessments are available, but they do not consistently indicate how to respond to situations where students are at risk.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	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.	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.	Not 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.	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.	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

The majority of students at the school are adults with a total of 19 under 18s attending classes since July 2024. Nine 11- to 15-year-olds and nine 16- and 17-year-olds attended summer programmes and one 17-year-old during the academic year. Students under 18 must be living with their family or a nominated adult to act in a guardianship role.

S2 The safeguarding policy is made available to all relevant staff and staff have undergone some training. At the time of the inspection the level of training for the supporting safeguarding officers was insufficient and they were not able to deputise for the owner director, the DSL, in the event of a conflict of interest for example. Two staff members completed specialist training shortly after the inspection, so this is no longer a point to be addressed.

#### 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 Sampling identified the following issue: photocopying regulations; the school should seek further advice from the relevant regulatory body.

### Organisation profile

Inspection history	Dates/details
First inspection	2016
Last full inspection	2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Erasmus Horizon 2020
Other related accredited schools/centres/affiliates	Eurospeak Language School, Southampton
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	October 1991
Ownership	Name of company: Eurospeak Language Schools Ltd. Company number:04439189
Other accreditation/inspection	ISI

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
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Details of any additional sites not in use at the time of the inspection	N/a
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<b>Student profile</b>	At inspection	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	October
Full-time ELT (15+ hours per week) 18 years and over	56	73
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	12	18
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>68</b>	<b>91</b>
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18–35	18–35
Adult programmes: typical length of stay	24 weeks	24 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	4 weeks	4 weeks
Junior programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	3	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

### 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 director of studies was absent during the inspection. The academic co-ordinator was covering that role.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	3
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*	0
Total	4

#### Comments

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The academic co-ordinator was scheduled to teach for 15 hours per week.

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### 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	7	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
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	0
Staying in privately rented rooms/flats	61	N/a
Overall totals adults/under 18s	68	0
Overall total adults + under 18s	68	

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W22 and D1 have been addressed. The evidence was subsequently submitted.

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