

Organisation name	Eurospeak Southampton
Inspection date	5–6 February 2020

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

Recommendation
We recommend accreditation with a spot check in the first 18 months, to be held at a time when courses for under 18s are being run. Evidence must be submitted within three months to demonstrate that weaknesses in W1, W2, S1 and S5 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Eurospeak Southampton in February 2020. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s (12+).</p> <p>Strengths were noted in the areas of premises and facilities, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Eurospeak was founded in Reading in 1991. The director has been the sole proprietor since 2015. Eurospeak Reading was accredited in 2016. Eurospeak Southampton opened in January 2019 and was accredited by extension in February 2019 following a spot check. This is the school's first full inspection.

Nearly all students are recruited locally; they are settled in the community and arrange their own accommodation.

The inspection was carried out by two inspectors over one and a half days. Meetings were held with the school director, the director of studies (DoS), the assistant director of studies (ADoS), the finance and business associate, and the administrative officer. Focus group meetings were held with teachers and students. All three teachers and the two academic managers were observed. One inspector visited one homestay and a residence.

Address of main site/head office

10 Cumberland Place, Southampton SO15 2BH

Description of sites visited

Eurospeak Southampton occupies a 19th century Grade II listed property opposite a large park in Southampton city centre. The premises are set out over five floors. On the ground floor there is a reception area, a meeting room, an office, a student lounge with kitchen facilities, and an external relaxation area to the rear. On the first floor there are two classrooms and a teachers' room. There are two classrooms on the second floor and a further two classrooms on the third floor. Toilets are available on each of the upper floors. The basement area is currently used for storage. A lift serves the ground, first and second floors.

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"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English and examination preparation courses year round to adult students (18+), although young people aged 16 or 17 years may be accepted if they have an adult relative studying at the school at the same time. Morning lessons are general English or examination preparation programmes; afternoon lessons focus on conversation practice and skills development. Evening general English and examination preparation programmes of four lessons per week are also available.

Visa students can enrol for 15, 19, 21, 23 or 25 hours per week. Non-visa students follow the same full-time programmes or enrol on part-time courses of at least four lessons per week, either specifying their days of attendance in advance (Membership students) or purchasing a number of lessons and attending the school as they wish (Pay As You Go students). The number of students enrolled under Pay As You Go arrangements is very small.

The school also advertises summer vacation courses of one to 12 weeks with a choice of 15, 19, 21, 23, or 25 hours per week for students aged 12 to 17 years. No activity programme is included and students must be living with their own family or guardian in the local area. There are plans to offer closed group courses for under 18s this summer.

Management profile

The school director and DoS are based in Reading. They visit the school on average two days per week and are in regular contact with the school at other times. The DoS is about to leave the school to take up a post abroad. She

will be replaced by the ADoS, who works full-time in Southampton. He will be managed by the school director and will be supported by a new DoS in Reading. The school's finance officer and administrative officer, both of whom are interns, work full-time in Southampton.

Accommodation profile

The majority of students live with family members in the local area and accommodation is currently only offered to students over the age of 18. A small number of homestay families within a 15–40 minute radius of the school have been directly recruited. In summer, single studio apartments are available at Cumberland Place student residence, a two-minute walk from the school. Studios can be booked directly through the residence via a link from the school's website, or through the school. No students were staying at the residence or in homestay accommodation during the inspection period.

Summary of inspection findings

Management

The provision meets the section standard. The school operates to the benefit of the students in accordance with stated goals and values. The management of the school from the head office in Reading works effectively and is kept under review as the needs of the school develop. Communication is very good and student administration is carried out efficiently. Publicity is well presented and is, in nearly all respects, clear and accurate.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A reasonable range of teaching resources is available to staff and there is good provision of educational technology throughout the school. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Suitably qualified staff, led and supported by a well-qualified and experienced academic management team, deliver well-structured and relevant courses to their students. Academic management procedures are well established and are rigorously implemented. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. Overall there is appropriate provision for the pastoral care of students, accommodation and leisure. However, a risk assessment for the main school premises has not been carried out. Furthermore, the major incident plan has not been communicated to all staff and students.

Safeguarding under 18s

The provision meets the section standard. The safeguarding of students under the age of 18 is mostly appropriate within the school, in leisure activities and in accommodation. However, safeguarding staff and their responsibilities are not fully identified and there are weaknesses in premises risk assessments, as well as risk assessments on the leisure programme. There is a need for improvement in S1 and S5.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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

M2 Short-term and long-term objectives are adequately identified, but in some respects these are insufficiently detailed. The objectives listed cover only a limited range of the school's activities.

M4 There are very good channels of communication between all staff at the school. The managers based in Reading visit the school every week and are in regular contact with the school at other times. Weekly and monthly minuted meetings are held; action points are scrupulously followed up.

M5 Effectively designed initial, mid-course and end-of-course feedback is collected from students and is carefully analysed. Termly focus group meetings with students provide further useful information. Issues arising from feedback are discussed at staff meetings and students are informed of any action taken.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M11 Very useful induction checklists are available. However, the procedure for confirming that all items have been covered is not sufficiently detailed.

M13 A good range of training opportunities is available for both administrative staff and teachers. Teachers benefit from monthly training workshops, some led by teachers on topics chosen by them. Funds are available for teachers to follow courses leading to a TEFLQ qualification.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M15 The school has a wide choice of enrolment options, catering for full-time visa students on longer-term courses and part-time non-visa students who require flexible programmes to fit in with other commitments. The Membership and PAYG payment terms are set out in writing and are clearly explained to enquirers.

M21 The complaints procedure is clearly stated in accessible language. This procedure includes reference to an external consultant appointed by the school to investigate serious complaints on behalf of students or sponsors. No formal complaints have been made since the school opened.

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

Comments

The publicity consists of a website and a number of promotional leaflets and price lists. The school also promotes its courses and services through social media.

M23 Overall, the language used in the publicity is accurate and written in accessible English. However, the terms and conditions are written in complex legal English and are not easily understood.

M24 Most information is clear and accurate. The minimum age of students on year-round adult courses is stated as 18 years. However, students aged 16 and 17 years may be accepted if an adult relative is enrolled on the same course; this is not made clear in the publicity although there are references to care of under 18s.

Premises and resources

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

Comments

P1 The premises provide a very comfortable and professional environment for students and staff. All areas of the school are decorated and maintained to a very high standard.

P2 Classrooms are of a very good standard throughout. They have modern, flexible furniture and stylish, comfortable seating. Rooms are spacious, have plenty of natural light and are adequately heated.

P3 There are very good facilities for student relaxation. The large student lounge is attractively furnished with comfortable seating and a well-equipped kitchen. There is a compact external area with seating to the rear of the building. Students can also relax in the large park opposite the school.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
<p>P8 Adequate resources are available for teachers, although the range of supplementary materials is currently limited and will require further development as the school grows.</p> <p>P9 There is good provision of educational technology in all classrooms, including interactive whiteboards and separate whiteboards linked electronically to students' phones. A local IT company provides technical support. All teachers receive a full induction on the use of the educational technology provided.</p>	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
<p>T2 One teacher did not have an ELT/TESOL qualification. A rationale was provided for this teacher and was accepted in the context of this inspection as the teacher was QTS, had a degree in modern languages, substantial experience of teaching in the UK and overseas and had been appropriately monitored.</p>	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T10 There are very effective arrangements in place for observing and monitoring teachers. Teachers are observed in their first two weeks at the school, thereafter twice per year. Records were sampled and found to be of a good standard. Teachers are encouraged to assess their own performance; feedback from the observer is constructive and includes targets for improvement.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T12 There is clear evidence of detailed review of courses to ensure that the needs of students are being met. For example, in response to student feedback, the structure of the afternoon conversation/skills lessons has been changed and is now based around specific topics. Also, the school's innovative virtual classroom enables part-time students to access lesson records and materials online for classes they have not attended.

T14 Courses include occasional visits to the art gallery, the law courts and to public lectures at the local university. Language-related preparation tasks and follow-up activities are provided for teachers' guidance.

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

Comments

T18 There are very effective procedures for monitoring students' progress including tutorials for longer-stay students, individual learning plans with suggestions for independent study, and regular progress tests.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

Four teachers and the ADoS were scheduled to teach during the inspection. One teacher was absent due to illness; the DoS taught her classes on both days of the inspection. Three teachers, the ADoS and the DoS were all observed.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated a good knowledge of linguistic systems, provided clear modelling of language, including pronunciation and were well able to explain and contextualise new vocabulary. Effective use was made of phonemic symbols in some classes.

T24 Lessons were mostly closely based on the assigned coursebook, but teachers personalised the content and made it relevant to their students' needs, focusing particularly on language they might encounter in work or study contexts. There was a clear focus on practical examination techniques in examination preparation classes.

T25 Aims were clearly stated in the detailed lesson plans; learning outcomes were identified in nearly all cases. A good variety of coherently planned activities was provided.

T26 A wide range of teaching techniques was noted, including good elicitation and nomination techniques, pre-teaching of vocabulary, and setting time limits to activities in order to maintain pace. Drills, peer teaching and concept checking questions were all used successfully.

T27 The interactive whiteboards were used very effectively by all teachers to present language, show videos, and display coursebook pages. Teachers presented information neatly in nearly all cases and often used colour to highlight specific points. Furniture was appropriately organised to suit the class size.

T28 Overall the standard of feedback to students was good. Students were encouraged to reflect on the language used and to self-correct or correct each other. There was occasionally a lack of correction during activities.

Teachers took care to praise and encourage students.

T29 Successful strategies included warm-up review tasks, activities recycling previously learned language, reference to work with other teachers, targeted questioning to identify whether students had understood concepts, and reorganising groups so that students could evaluate each other's learning.

T30 In all lessons there was a positive learning atmosphere; students were engaged and involved in activities and tasks. Teachers were authoritative and gave clear instructions.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good or better to satisfactory against the criteria, with the majority of segments being of a good standard. Knowledge of the linguistic systems of English was sound, and teachers were well able to adapt their language to the students' level. Lesson content was relevant to the needs and cultural background of the students, and led to successful learning outcomes. In all lesson segments, techniques were varied and appropriate, and students were fully engaged. Educational technology was confidently used by all teachers. Appropriate feedback was provided to students and there were frequent and imaginative opportunities to evaluate learning.

Welfare and student services

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

Comments

W1 A risk assessment is not available for the main school premises.

W2 The major incident plan was not known to staff or students.

W7 The website provides clear information on aspects of life in the UK, including a useful price guide for food, clothing and travel. Staff are available to deal with student problems and often assist with issues such as council tax payments.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All criteria in this area are fully met.

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

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 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	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 The leisure programme is appropriate to the age and diverse interests of the students and the school is keen to involve students in the future development of an activity programme that reflects their social and cultural needs. Students in the focus group commented very favourably about the free weekly grammar and pronunciation clinics run by the DoS.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not 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

Only one student aged under 18 was enrolled at the school during the inspection period. Students aged 16 and 17 years can enrol on adult courses throughout the year if they are living with a family member in the local area. The school advertises courses for groups of students aged 12–17 years but has not received any bookings to date.

S1 The safeguarding policy is appropriate but a simplified version is necessary to ensure that all stakeholders are fully aware of their responsibilities.

S5 Teachers are made aware of under 18s in the school through photographs in the teachers' room and a note in class registers. However, risk assessments for leisure activities or lessons which take place off the premises are insufficient as they do not identify risks under 18s could encounter or include ways of mitigating these risks.

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	February 2019 (spot check to confirm accreditation by extension)
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	Accredited by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Eurospeak Reading
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1991
Ownership	Name of company: Eurospeak Language Schools Ltd Company number: 04439189
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	19	50
Full-time ELT (15+ hours per week) aged 16–17 years	1	15
Full-time ELT (15+ hours per week) aged under 16	0	15
Part-time ELT aged 18 years and over	40	30
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	60	110
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Hungarian, Italian, Spanish
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	21–25	21–25
Adult programmes: typical length of stay	10 weeks	10 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Spanish, Italian	Saudi Arabian, Spanish, Italian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	10
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	

Total number of support staff	0	
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Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The DoS and ADoS are both TEFLQ. The ADoS was scheduled to teach 19 hours during the week of the inspection. The DoS was not scheduled to teach during the week of the inspection, but taught 15 hours to cover for an absent teacher.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	4
Comments	

One of the TEFLI teachers above was employed during the week of the inspection but was absent on the two days of the inspection.

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	0	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
<i>Arranged by student/family/guardian</i>		
Staying with own family	14	1
Staying in privately rented rooms/flats	45	0
Overall totals adults/under 18s	59	1
Overall total adults + under 18s	60	