

Organisation name	Eurospeak Southampton
Inspection date	18–19 June 2025

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 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
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
The British Council inspected and accredited Eurospeak Southampton 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 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, staff management, and premises and facilities.

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

Introduction

Eurospeak was founded in Reading in 1991 and Eurospeak Southampton, accredited by extension, was opened in October 2018. A full inspection was completed in February 2020 and there was a spot check in 2023. Year round there is a mix of international and home-based students. 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 two business support managers. All the teachers teaching during the inspection were observed and separate focus group meetings were held with teachers and students. One inspector had a meeting with the business support manager who covers accommodation and visited three homestays remotely.

Address of main site/head office

10 Cumberland Place, Southampton, Hampshire SO15 2BH

Description of sites visited/observed

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, a student lounge with kitchen facilities, and an external relaxation area at the rear. The first floor contains two classrooms. There are also two classrooms on the second floor. The third floor has one classroom, a teachers' room, and a prayer room. Toilets are available on each floor. There is also a basement used for storage.

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. The school offers General English and IELTS preparation courses year-round. Morning lessons focus on General English or IELTS preparation, while afternoon lessons concentrate on conversation practice and skills development.

Visa students can enrol for 15, 19, or 21 hours per week. Non-visa students may follow the same full-time programmes or choose part-time courses with a minimum of four hours per week.

Management profile

The school director and Director of Studies (DoS), both based in Reading, typically spend one or two days per week on site and maintain regular contact with the Southampton school at other times. The DoS is supported by the academic co-ordinator (AC). At the time of the inspection, the DoS was absent, and the AC was covering that role. At the time of the inspection the AC was supported by the school director and the two business managers, who both work full-time in Southampton.

Accommodation profile

Homestay accommodation, managed and arranged by the school, is offered. This is a small provision with six homestay providers. Three of these were in use at the time of the inspection. Accommodation is not provided for under 18s.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in accordance with the provider's very clearly stated goals, values, and publicity. The structure of the school is well established, and communication is very good. Student administration is efficient, and publicity is clear. *Strategic and quality management* and *Staff management* are areas of strength.

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, pleasant and professional environment for work and relaxation. Learning resources are appropriate. *Premises and facilities* is an area of strength.

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 needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities and very suitable 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	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 detailed objectives for the future of the organisation and plans to achieve them are realistic. There are comprehensive measures to monitor progress and an efficient 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 between the Reading and Southampton sites 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 informed both when they start their employment and throughout their probationary period. An induction tracker ensures information and training is covered in a timely and systematic manner.

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.

Student administration	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 students as required.

M18 The policy on student attendance and punctuality is very clear. Students understand the importance of attending all lessons and attendance overall is very good. Any absences are followed up, accounted for and records kept. Student morning arrivals are monitored, and students are welcomed at the front door, which supports punctuality and attendance.

Publicity	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.	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.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity.
All criteria in this sub-section are fully met.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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

P2 The building benefits from thorough daily cleaning and is in a very good state of repair.
P3 Classrooms are quiet and very comfortable with good natural light and ventilation.
P4 The student lounge is very welcoming and has a kitchen area as well as a variety of seating options including an outdoor space with seating.

Learning resources	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.	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

All criteria in this area are fully met.

Teaching and learning

Academic staff profile	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.	
Academic management	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.	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	
All criteria in this area are fully met.	
Course design and implementation	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 implemented consistently.	
Learner management	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.

Teaching: classroom observation	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.	Strength
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.	Strength
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 produced good models of spoken and written English. Language was graded as appropriate to the level of the students. Explanations were clear, and concise, with relevant examples of language. There was a good handling of emerging language.

T20 The content of the lessons took into account the overall objectives of the course and the needs and interests of the students.

T21 The intended learning outcomes were consistently made known to students in an appropriate way. In all classes objectives were clearly stated on plans and linked to a sequence of activities. Lessons included a stage to review outcomes.

T22 There was evidence of a satisfactory range of techniques to present and practise models of language and to develop skills through meaningful tasks. Teachers generally elicited, nominated and illustrated the meaning of target language well.

T23 Most teachers used the available technological resources competently. Classroom management was generally effective.

T24 Students generally received appropriate feedback during activities. Instances of good work and success were acknowledged and in better segments there were some good examples of in-the-flow and delayed feedback on students' spoken language.

T25 Lessons included activities and tasks for teachers and students to evaluate whether learning was taking place.

T26 All teachers promoted a positive and purposeful learning atmosphere and were able to engage students' interest. Teachers had a good rapport with the students and varied the pace appropriately. Personalisation was incorporated effectively when relevant.

Welfare and student services

Care of students	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.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W7 Students have a very comfortable living environment in their homestay accommodation. Hosts demonstrate a knowledge of current and past students and clearly offer them a very warm welcome. Student feedback is very positive. W9 All accommodation is inspected annually by very experienced staff. Records of visits and safety checks are very well organised and kept up to date.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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	Met
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.	N/a

Comments

W22 Risks have been assessed for recent activities, but how to respond to emergencies is not specified.

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.	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.	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

There have been no under 18s enrolled onto year-round, adult courses in the last 12 months. Five students were enrolled on the junior vacation course last summer, but it is not anticipated that this course will run this year. Students aged under 18 must be living with their family or a nominated adult to act in a guardianship role. All criteria in the above area are fully met.

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	2020
Last full inspection	2020
Subsequent checks/visits (if applicable)	2023
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Eurospeak Language School Reading
Other related non-accredited schools/centres/affiliates	Erasmus Horizon 2020

Private sector

Date of foundation	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	None
Details of any additional sites not in use at the time of the inspection	None

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	39	50
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	3	6
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	42	56
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–35	18–35
Adult programmes: typical length of stay	12 weeks	12 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	Two weeks	Two weeks
Junior programmes: predominant nationalities	Saudi Arabian, Polish, & Spanish	Saudi Arabian, Polish, & Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	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

There are two members in the academic team. The DoS, who was absent at the time of the inspection, has no scheduled teaching hours but can cover at both the Reading and Southampton centres as required. The Academic Co-ordinator (AC) usually teaches 15 hours per week in Reading and has 25 hours dedicated to administration. At the time of the inspection she was covering the duties of the DoS as well as completing her scheduled teaching hours.

Teacher qualifications profile

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

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	6	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	10	N/a
Staying in privately rented rooms/flats	26	N/a
Overall totals adults/under 18s	42	N/a
Overall total adults + under 18s	42	

Items requiring early action

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