Organisation name | Eurospeak, Reading  
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Inspection date | 9 January 2018  
Current accreditation status | Accredited  
Reason for spot check | Routine: newly accredited institution

**Recommendation**
We recommend continued accreditation. The next inspection falls due in 2020; there are no grounds for bringing this forward.

**Changes to the summary statement**
The need for improvement in course design can now be removed.

**New summary statement**
The British Council inspected and accredited Eurospeak, Reading in November 2016 and January 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (18+) and for closed groups of adults (18+), general English for closed groups of under 18s, and vacation courses for under 18s and adults (18+).

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

### Organisation profile

<table>
<thead>
<tr>
<th>Inspection history</th>
<th>Dates/details</th>
</tr>
</thead>
<tbody>
<tr>
<td>First inspection</td>
<td>November 2016</td>
</tr>
<tr>
<td>Last full inspection</td>
<td>November 2016</td>
</tr>
<tr>
<td>Subsequent spot check(s) (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Subsequent supplementary check(s) (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Subsequent interim visit(s) (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Other related non-accredited activities (in brief) at this centre</td>
<td>None</td>
</tr>
<tr>
<td>Other related accredited schools/centres/affiliates</td>
<td>None</td>
</tr>
<tr>
<td>Other related non-accredited schools/centres/affiliates</td>
<td>Eurospeak Kazakhstan</td>
</tr>
</tbody>
</table>

### Student and staff profile

<table>
<thead>
<tr>
<th></th>
<th>At inspection</th>
<th>In peak week: July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total ELT/ESOL student numbers (FT + PT)</td>
<td>148</td>
<td>220</td>
</tr>
<tr>
<td>Minimum age (including closed group or vacation)</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Typical age range</td>
<td>18–34</td>
<td>14–34</td>
</tr>
<tr>
<td>Typical length of stay</td>
<td>10 weeks</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Predominant nationalities</td>
<td>Saudi, Spanish, Italian, Polish, Chinese</td>
<td>Saudi, Spanish, Italian, Polish, Chinese</td>
</tr>
<tr>
<td>Total number of teachers on eligible ELT courses</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Total number of administrative/ancillary staff</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Premises profile**

Report expires 31 March 2021
**Address of main site**
28a Chain Street, Reading RG1 2HX

**Additional sites in use**
N/a

**Additional sites not in use**
Greyfriars Centre, Friars Street, Reading RG1 1EH (used for extra classrooms in summer)

**Sites inspected**
Main site

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**Introduction**

**Background**

Eurospeak was founded in 1991 and purchased by the current director and his business partner in 2008. Since April 2015 the current director has been the sole proprietor. The school moved to its present premises in 2013. This visit was to conduct a routine spot check following the school’s first full inspection in November 2016. The 2016 report noted a need for improvement in the area of course design, which was therefore an area of focus in this spot check.

Most of the school’s students live locally, hear of the school by word of mouth and study part-time. A notable feature of the school is its flexibility of enrolment. Non-visa students can enrol either on a “pay-as-you-go” (PAYG) basis where they purchase a number of lessons and use them up as they wish, or on a “membership” basis, where they purchase lessons and undertake to attend for an agreed number of days each week.

**Preparation**

The inspector was sent relevant documents and visited the school’s website in advance. He telephoned the director to check student numbers and indicated what information and which people he would like to see. He specified the period in January when the spot check was likely to take place, but not the date.

**Programme and persons present**

The inspector arrived at the school at 09.15. He interviewed the director, the marketing and student recruitment and student welfare officer, and the director of studies (DoS). He looked at the premises and resources, inspected a range of documents and held meetings with a group of students and with some of the teachers. He did not observe any teaching because at the full inspection this was not an area of concern: the inspectors reported that the majority of the lesson segments observed were judged as good. After a brief review of his findings with the director and managers he left the school at 14.30.

**Findings**

Since the last inspection the school has continued to attract students successfully. Most attend part-time during the day or for evening classes and live and work or study locally. Only a relatively small number attend full-time and only three live in accommodation arranged by the school. Staffing is stable: all the administrative team and all but one of the teachers were in post at the time of the last inspection. Although the previous DoS left the school in early 2017, he has been replaced by one of the teachers, who is suitably qualified and experienced and has worked at the school since 2012.

The school has systematically addressed the points and recommendations made at the full inspection.

Since its full inspection the school has incentivised the “membership” basis in order to encourage more regular, predictable attendance. Otherwise, the provision, student profile and staffing are very similar to that inspected in late 2016.

**Course design and implementation**

<table>
<thead>
<tr>
<th>Course design and implementation</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers’ guidance.</td>
<td>Met</td>
</tr>
<tr>
<td>T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.</td>
<td>Met</td>
</tr>
<tr>
<td>T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.</td>
<td>Strength</td>
</tr>
<tr>
<td>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.</td>
<td>N/a</td>
</tr>
<tr>
<td>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</td>
<td>Strength</td>
</tr>
<tr>
<td>Course</td>
<td>Comments</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>T16</td>
<td>Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.</td>
</tr>
</tbody>
</table>

**Comments**

T11 A clear statement of the principles of course design is effectively communicated to teachers and students. Courses are essentially coursebook based, but with an emphasis on using and providing students with access to additional materials. Each class has its own course plan, a scheme of work for that class and a welcome document. Teachers have hard copies in the classroom file and access to them via their intranet. Students are introduced to course plans at their induction and are encouraged to access them online in their ‘virtual classroom’.

T12 The new DoS has thoroughly reviewed and developed the course design since her appointment in early 2017. Addressed.

T13 The six-page course plan for each class, available to teachers and students, gives the class profile for that level, including the students’ placement-test score range, the likely instrumental and integrative motivations of the learners, and specifies the aims of the course, course content, assessment procedures, and the summative assessment score required to progress to the next level. There are three appendices dealing with systematic learner training, differentiation provision in the light of continuous enrolment and differentiated attendance, and how social programme activities can be integrated with the learning programme. A separate five-page scheme of work gives the term dates, coursebook and teacher. For each week of that term it specifies a subject topic and includes target grammar, speaking and writing skills, vocabulary and pronunciation. Separate columns in the scheme of work specify that week’s homework, formative and summative testing and learner training. The one-page class welcome document given at induction specifies the coursebook which students must purchase, explains and gives them a link to the online ‘virtual classroom’, and suggests additional books for independent study.

T15 Learner training now forms part of the weekly scheme of work for each level. It includes new vocabulary organisation, reading strategies, interpreting the correction code used for written tasks and referring students to the ‘virtual classroom’ where teachers enter a daily record of their lessons and directing them to useful websites. Addressed.

T16 Learner training now forms part of the weekly scheme of work for each level. It includes new vocabulary organisation, reading strategies, interpreting the correction code used for written tasks and referring students to the ‘virtual classroom’ where teachers enter a daily record of their lessons and directing them to useful websites. Addressed.

**Action taken on points to be addressed**

*Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.*

**Points which must be addressed within three months**

**Care of under 18s**

C1 (2018: S1) The safeguarding policy is not related to the Eurospeak context, and does not include areas such as the school’s recruitment policy. Procedures, such as those for break times during the summer school, are not specified in the policy.

Addressed. Satisfactory evidence was provided within three months.

**Points which must be addressed within 12 months**

**Management**

M13 (2018: M18) It was necessary in at least one case to check the database and a second list with enrolment form information, to gain a complete student record.

Addressed. Data is now collected on a single form only, which must be completed before enrolment can proceed.

M14 (2018: M19) The attendance policy is difficult to enforce under existing enrolment arrangements.

Addressed. Daytime students must now attend a minimum number of classes per week. Evening classes must attend every class. The PAYG method of payment is gradually being phased out in favour of the ‘membership’ system where students undertake to attend lessons on specified days.

M18 (2018: M5) Monthly online response rates to student questionnaires are low. There are no records of action taken in response to feedback from students.

Addressed. Students now provide feedback during their classes (on their phones) and mid-term focus groups have been introduced every term.

M24 (2018: M24) The unusual patterns of attendance and their potential effect on class sizes are not made clear.

Addressed. The variability of class sizes because of full and part-time attendance is made clear.

M27 (2018: M22) Information about the leisure programme can only be found in the summer programme section of
the website.

Addressed. Information is available on the main website and on social media.

Resources and environment
R7 (2018: P7) There is a need for the school's book policy to be rewritten.
Addressed. It is now made clear to students and teachers that all students must buy a coursebook.

Teaching and learning
T9 (2018: T8) There are no guidelines for teachers on dealing with continuous enrolment. In view of the very fluid nature of classes in the context of flexible enrolment plans, this area should be strengthened and documented.
Addressed. An appendix to each course plan now addresses the issue of continuous enrolment.
T13 (2018: T12) No evidence was seen of a regular or systematic approach to the review of course design.
Addressed. There are well prepared course plans and schemes of work for each level and the coursebooks are reviewed each term in the teachers' mid-term monitoring meeting.

Welfare and student services
W1 (2018: W1) Records show that fire drills have never taken place during evening classes.
Addressed. Records of daytime and evening fire drills were seen.
W10 (2018: W11) One of the homestay hosts was not aware of the need for a fire risk assessment.
Addressed. The school's homestay visit form now includes a question checking that the host's fire risk assessment has been seen.
W12 (2018: W11) No records are kept of fire risk assessments being in place.
Addressed. The records were seen.
W13 (2018: W12) Confirmation of accommodation booked by the agency does not indicate the cost of the bus from the homestay to the school.
Addressed. The information is included.

Other points to be addressed

Management
M21 (2018: M23) Although no inaccuracies were identified, it is unclear which parts of publicity are translations and which contain additional information.
Addressed. Translations are available in eight languages. They have been reduced to include only the information from the website 'landing page'. Other pages are only in English.

Resources and environment
R12 (2018: P12) There is no evidence of systematic review of resources.
Addressed. Since her appointment in early 2017 the new DoS has reviewed all the school’s resources.

Teaching and learning
T12 (2018: T11) Schemes of work are not standardised or monitored and vary in emphasis and detail.
Addressed. The format of the schemes of work for all levels has been standardised and they are now monitored by the DoS.
T15 (2018: T15) Schemes of work do not indicate any specific focus on study and learning strategies.
Addressed. They now do.
T16 (2018: T16) There are no explicit links between coursework and the leisure programme or other external activities.
Addressed. The course plans now include an appendix on integrating the social programme with the course plan.

Conclusions
The school continues to recruit students from the local area successfully. It has a stable staff, experienced management and has benefited from the appointment of a new DoS. It has addressed the points raised in the last inspection report methodically and satisfactorily.