

Organisation name	Lewis School of English, Southampton
Inspection date	28–29 April 2026

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 with a supplementary inspection in summer 2026 to assess the seasonal junior centre in Winchester.

Summary statement

The British Council inspected and accredited Lewis School of English Southampton in April 2026. 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 for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic management, academic staff profile, care of students, accommodation, and leisure opportunities.

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

Introduction

Lewis School of English was founded in 1976 and has been under its current ownership since 1994. Year-round the school offers general English courses to adults (16+) and to groups of juniors (11–17). Since 2022, the school has also offered seasonal junior courses (for 11 to 17 year-olds) in its Southampton main site and in the University of Winchester campus. Winchester is used as a seasonal centre with courses in the summer and occasional closed-group. The Southampton centre offers homestay accommodation, while the Winchester one uses on-site student residences. The Winchester centre provides lessons and social activities in both the morning and the afternoon. Specialist programmes in English & Football and English & Theatre are offered at this centre. Since the

supplementary spot check inspection of the Winchester summer school in 2024 the centre has been included under the accreditation of the main Southampton school

Groups of junior students enrolled on off-peak courses are usually from schools and are accompanied by group leaders and their teachers. There were two junior closed groups running at the time of the inspection.

The inspection lasted one and a half days. The two inspectors spoke to the school director, the acting director of studies (DoS), the welfare manager, the homestay officer, the marketing and communications manager, a teacher/resources manager and a second teacher/social activities organiser. Separate focus group meetings were held with junior and adult students, group leaders and one with teachers. All teachers timetabled during the inspection were observed. One inspector held virtual meetings with three homestays and toured the homes remotely.

Address of main site/head office

30–33 Palmerston Road, Southampton SO14 1LL

Description of sites visited/observed

The school is located in central Southampton in four adjacent houses owned by the school. The reception area, offices, teachers' room, self-study/quiet rooms, computer room, coffee room quiet room, and up to 16 classrooms are located across the four adjoining buildings. A courtyard garden runs across the rear of the buildings. Parts of number 30 are rented out to a training centre who have their own dedicated office, and the classrooms in that building are shared according to the respective needs of both organisations. Male and female toilets are available in each building. The Winchester residential centre was not in use and not seen at the time of the May inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☒	☒	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☒	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

Throughout the year the school offers courses of 15 or 22.5 hours of general English per week. Regular bespoke closed group junior programmes run throughout the year with two groups on-site at the time of the inspection. Several students were also enrolled on one-to-one online classes. Occasional teacher development courses are run during the year.

Management profile

The director has overall responsibility for all areas. The management team report to the director. Teachers report to the academic manager and staff in administration, welfare and marketing report to the appropriate member of the management team. The academic manager is supported by the part time teacher trainer and the director.

Accommodation profile

At the Southampton centre, homestay accommodation is provided and all students are given a bus pass. The Winchester campus offers accommodation in student halls of residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and staff and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. Publicity is accurate. *Strategic and quality management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Classrooms are of sufficient size and there is ample space for students and staff to work and relax. There is a wide range of teaching and learning resources, and technology meets the needs of students and teachers. *Premises and facilities* are an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team are well qualified, and academic management systems are very good. Course design and learner management are effective. The teaching observed met the requirements of the Scheme. The *Academic staff profile and Academic management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' safety and security are strongly prioritised and well managed and there are very good levels of pastoral care. Students are well informed and benefit from well-organised student services. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is a good provision for the safeguarding of students under the age of 18 within the school as well as in leisure activities and accommodation.

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.	Met
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 The goals and values are clearly expressed, and all managers demonstrated a good understanding of how the school values underpinned their respective activities.

M2 The overarching objectives are well-presented visually and additional detail, including measures and timeframes, are in place.

M3 The structure is very clear, staffing levels are good which enables very good levels of continuity. The structure is clarified by photographs of staff displayed in reception.
M4 Communication is very effective, and good use is made of a range of channels, including social media apps, regular and frequent attendance at meetings.

Staff management and development	Met
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.	Met
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.	Met
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 A comprehensive set of HR policies are in place including a principled AI policy. Staff reported that they felt valued and well supported.	

Student administration	Area of strength
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.	Strength
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 Customer service is of a very high standard, and staff are easily able to retrieve specific information on students as required. Feedback from focus groups with group leaders and students was extremely positive. M15 Agents and school staff are well informed and comprehensive pre-course information is made available. Communication systems work very smoothly, and student satisfaction is very high. M18 Attendance information is made clear and procedures are followed systematically. Records showed that timely follow-up had resulted in improved attendance for example.	

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.	N/a

M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The website is the main source of publicity supported by a suite of PDF documents that can be downloaded as required.	
M25 Details of pastoral care are provided including limits to supervision of 16–17-year-olds on adult courses. Information regarding supervision outside class times for juniors at both centres is included but as it is spread across a number of areas it is not easy to find.	

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.	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.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	
P2 There are several student common room and relaxation areas including the outdoor terrace with seating and table tennis.	
P5 The signage is very clear, branding is consistent with attractive noticeboards, posters and displays.	
P6 Provision for staff is very good with spacious and flexible facilities to accommodate administrative, preparation, meeting and relaxation needs.	

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.	Strength
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 wide range of well-organised hard copy and digital resources are available.	

Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the school's context and there is a well-qualified and balanced team in place. The academic management team is very strong.
The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
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.	Strength
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.	Strength
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.	Strength
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
T5 There are two layers of cover available, and detailed information is available as a result of well-managed record keeping.
T8 The experienced academic team provide a high level of tailored support including regular meetings and individual support slots.
T9 Observation systems are well developed and allow for individualised support. Observation records showed that teachers received constructive feedback and support with an appropriate focus on professional development.

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.	Strength
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 The junior closed groups benefit from systematic integration of the local environment through the varied timetables that link classroom time to activities and excursion trips. Structured classroom visits to places such as art museums have recently been introduced for adult courses.
T14 Generic syllabus posters indicate general language areas to be covered each week but were not referred to in class. Weekly course outlines with intended learning outcomes specific to the class group are not produced and were not referred to in class.

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	
None.	

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English, bespoke closed group programme classes and afternoon options
Comments	
None of the online one-to-one classes were observed as no classes were running on the days of the inspection.	

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.	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.	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.	Not 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 In all lessons, accurate models of spoken and written language were provided. The language used for illustration, explanation and exemplification was generally appropriate to the students' level. In a minority of segments, there was support for pronunciation with a focus on individual sounds and intonation.

T20 Lesson plans were based on course objectives and took into account the level of the students. Most plans reflected the syllabus. The topics and materials selected were generally appropriate and engaging.

T21 In the vast majority of lessons, learning objectives were shared with students at the beginning of the lesson, though sometimes often not in any detailed way. In the majority of lessons, there was a clear link between the learning objectives and activities, with movement from familiar to new language.

T22 A range of techniques was employed to present and practise language and to develop skills. In most segments, there were good examples of nomination and questioning which was sensitive and inclusive. Instructions were generally clear and, in better segments, consistently checked. A wide range of techniques were confidently used in a couple of segments.

T23 On the whole, the classroom and resources were managed well. Technology was handled with confidence and coursebook materials were successfully integrated with other resources.

T24 The monitoring of students was generally done well. Praise was employed effectively and feedback was provided on activities in better segments. The provision of individual feedback and the encouragement of self-correction was observed. However, there was very little evidence of systematic error correction of oral production, followed by further practice.

T25 In the majority of lessons, teachers provided opportunities for students to demonstrate their use of recently learned language. Students were mostly made aware of their language learning progress.

T26 Students were actively engaged. There was a positive, purposeful and inclusive learning atmosphere. Teachers skilfully varied the pace and mode of the lesson and provided an appropriate variety of activities.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength

Comments

W1 In addition to comprehensive policies, plans and procedures, this area is the responsibility of the principal. Appropriate drills and rehearsals regularly take place to prepare staff and students on how to respond to any emergency on or off-site. Guidelines and visual support are displayed on key student noticeboards.

W2 There is a comprehensive provision of support for all students. Students' well-being is viewed as a key to academic success and students know who they can visit if they have any personal problems. The size of the school ensures that individual students are well-known to staff.

W3 There are clear policies in place to promote tolerance and respect, which support the ethos of the school and British values. These are made clear to students via induction, handbooks and appropriate visual displays throughout the site.

W6 Arrangements for health care are good. In addition to appropriate arrangements with local services, a significant proportion of school staff are first aid trained. In addition, staff always try to accompany students to providers of primary health-care services, which are located close by.

Accommodation (W7–W18 as applicable)	Area of strength
<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.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
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 All homestays visited remotely provide a very comfortable living environment for students. Bathroom, bedroom, dining and relaxation areas are of a high standard, and the three hosts spoke warmly about the students in their care and had a clear understanding of their diverse needs.

W9 All homestay providers are revisited every 18 months, when terms and conditions are again carefully looked at with the accommodation officer. Homestay hosts are then required re-sign their agreements. Copies of up-to-date certificates of safety are held at the school, and homestay hosts reported that these checks are routinely monitored and updated.

W11 Routine weekly questionnaires are issued and carefully monitored. School staff and group leaders are very quick to identify any problems associated with accommodation, which are speedily dealt with and appropriately logged.

W12 The explanation of all rules, terms and conditions form the basis of regular visits by the accommodation officer. This ensures that homestay providers are always up-to-date and aware of the importance of any developments or change. The host's signature is required if further student placements are going to be made and great emphasis is placed on homestay providers being regarded as key members of the school's community.

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

None.

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.	Met

Comments

None.

Leisure opportunities	Area of strength
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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 Considerable efforts are made to provide information on extra-curricular events that can enhance students' visit to the UK. Leisure programmes are either fully organised for particular student groups in advance or promoted to individuals during their stay. Relevant information is routinely displayed and shared to ensure students can engage fully with UK culture and local opportunities.

W20 Leisure opportunities are appropriate for all students and different course types. For juniors, the junior activity programmes are closely linked to the course English syllabus so that students can use related language on their visits. For adults, the monthly leisure programme is planned around the profile of current students to give them a wide experience of the UK based on their interests and needs. Student and group leader feedback is routinely collected on all activities and excursions and used to improve the programme.

W22 Risk assessments are comprehensive, specific and up-to-date, and actively used as part of the training and preparation of the activity leaders. Trip packs contain guidelines linked to emergency procedures, which help to ensure well-managed and safe activities.

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.	Strength
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.	Strength
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 were 58 students under 18 at the time of the inspection.

S2 The policy forms part of the recruitment and induction process for all adults working with under 18s, including group leaders who have regular contact. In addition, all adults are required to confirm in writing that they have read and engaged with the content of the policy. Student safeguarding and well-being is an ongoing concern of the school community and reinforced with appropriate training.

S6 Travel to and from accommodation is carefully managed by the school with all students receiving appropriate training and support on their arrival. Timetables for junior groups are shared with homestay hosts who then know exactly when to expect the return of students they are hosting. The systematic use of mobile phones and related computer applications means that students are regularly able to contact adults if they require any kind of assistance.

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	1989
Last full inspection	2022
Subsequent checks/visits (if applicable)	2024
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Trinity CertTESOL
Other related accredited schools/centres/affiliates	Winchester Junior Centre – seasonal centre at University of Winchester
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1976
Ownership	Lewis Schools Ltd Company number: 03312844
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Lewis School Winchester Junior Centre, University of Winchester, summer & off-peak centre, 3-8 classrooms and residential accommodation

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	23	Southampton 37	Winchester N/a
Full-time ELT (15+ hours per week) aged 16–17 years	39	10	30
Full-time ELT (15+ hours per week) aged under 16	23	15	135
Part-time ELT aged 18 years and over	1	1	N/a
Part-time ELT aged 16–17 years	N/a	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a	N/a
Overall total ELT/ESOL students shown above	86	63	165
Adult programmes: advertised minimum age	16	16	N/a
Adult programmes: typical age range	20–30	20–30	N/a
Adult programmes: typical length of stay	12 weeks	12	N/a
Adult programmes: predominant nationalities	Turkish	Saudi Arabian	N/a
Junior programmes: advertised minimum age	11	11	11
Junior programmes: advertised maximum age	17	17	17
Junior programmes: typical length of stay	1	2	2
Junior programmes: predominant nationalities	Thai/Hungarian	Taiwanese	Turkish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	6-7 (Southampton) 8 (Winchester)
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	3	3 (Southampton) 1 (Winchester)
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	7	

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	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3

Comments

The acting DoS and part-time teacher trainer teach up to seven and a half hours per week or more if required for cover, including online lessons. In the week of the inspection they were both teaching seven and a half hours. The principal has no scheduled teaching hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	6

ATEFL registered 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	7
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	14	62
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	0	1
Staying in privately rented rooms/flats	9	0
Overall totals adults/under 18s	23	63
Overall total adults + under 18s	86	