

Organisation name	Speak Up, London
Inspection date	13–14 May 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.

Summary statement

The British Council inspected and accredited Speak Up London (SUL) in May 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+), for closed groups of under 18s, and vacation courses for under 18s.

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

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

Introduction

Speak Up London School of English was founded in September 2011 and Speak Up London Limited incorporated in 2012; it is owned by the two directors. The school offers courses in general English for adults and young people (16+) and for closed groups of adults and under 18s. Open enrolment summer and winter junior programmes (eight–11 years or 12–17 years) are also offered.

The inspection took place over two days and one evening. Meetings were held with the two CEOs, the head of operations (HO), the director of studies (DoS), and the student services manager (SSM). Focus group meetings were held with students on the day programme and another with students on the evening programme. A further meeting was held with a group of teachers. One inspector had telephone calls with two of the registered accommodation agencies used by the school. All 17 teachers scheduled to teach during the week of the inspection were observed.

Address of main site/head office

139 Oxford Street, London W1D 2JA

Description of sites visited

The school is situated on Oxford Street in central London, close to Tottenham Court Road and Oxford Circus underground stations, with a front door located between two ground floor retail outlets. The school occupies four floors. On the first floor are the reception area, the sales office, the academic management team's office, the student lounge and study area, and one classroom. On each of the second and third floors, there are five classrooms. The offices of the marketing team and the CEO are located on the top floor, together with the staffroom, a meeting room and one further classroom. There are toilets located on all floors. The front door and those for each floor are keypad operated and there is CCTV throughout the building, including the classrooms.

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

Year round, SUL offers open-enrolment general English courses in the morning, afternoon, later afternoon, evening, and on Saturdays. IELTS preparation and one-to-one classes are also available. The majority of students on these courses live in London and work in the local area.

SUL also offers courses for closed groups of young learners from overseas throughout the year and summer and winter open enrolment courses for students aged eight to 17 years. No junior courses were running at the time of the inspection.

Management profile

Overall management of SUL is the responsibility of two CEOs. One focuses primarily on sales and finance, the other on marketing. The HO is part of the senior management team and is responsible for human resources, payroll and compliance. She also oversees the academic programme and the DoS and the SSM both report to her.

Accommodation profile

The main accommodation options are homestay and residences, and occasionally flat shares. Homestay and flat shares are offered through four agencies registered with the British Council, and SUL also works with a number of agencies to provide a range of residential accommodation options.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The school is very well managed, in accordance with the organisation's stated goals and values. Student service systems are robust and professionally administered. *Strategic and quality management*, *Staff management*, and *Student administration* 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 suitable environment for work and relaxation. A range of appropriate learning resources is available to

teachers and students, with guidance on their use. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) that is very appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are generally well designed and managed. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision clearly meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including well-organised out-of-class activities and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

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 organisation and in any leisure activities or accommodation provided.

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.	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.	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.	Strength
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.	Strength

Comments

M1 There is a clear statement of goals and values with evidence that they are integral to the working of the organisation: as evidenced in the recruitment policies and procedures, inductions and appraisals.

M3 The structure of the ELT provision is very clear and works well. Key staff are able to cover for each other at any time, due to job sharing opportunities and job shadowing for new staff.

M4 There are multiple channels and opportunities for communication within the school including regular meetings which are minuted and actioned, social media apps and internal information sharing tools.

M5 Formal and informal feedback from students is collected in a variety of ways including induction, monthly and end of course feedback questionnaires, and through individual tutorials. The results are collated and analysed, and the feedback is made available to all staff for action and future planning. Students are also updated on any changes introduced in response to feedback.

M6 Staff feedback is obtained and systematically recorded through structured meetings, formal appraisal processes, and annual staff engagement surveys. Staff in the focus group meeting commented that their views were valued, and they appreciated the efforts management make to keep them informed.

M7 Effective systems are in place for reviewing processes including the self-assessment against AUK Scheme inspection criteria. The Annual General Meeting and presentation, which is shared with all staff, provide a comprehensive review of all systems, procedures and practices.

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.	Strength
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.	Strength

Comments

M8 The school has very appropriate human resources policies with a clear commitment to the well-being of staff. Staff spoken to felt valued and well supported.

M10 There are thorough and effective recruitment procedures supported by an excellent HR platform, resulting in a well-qualified and experienced team. Staff files were well organised and contained all the necessary pre-appointment checks.

M11 Clear, detailed and supportive induction procedures ensure that staff are welcomed into the school and are well prepared for their role. Induction time is paid and new staff are given opportunities for observing/shadowing colleagues and complete a final induction quiz.

M12 Robust and helpful monitoring and appraisal systems are in place which are both supportive and developmental; the procedure for handling unsatisfactory performance is detailed and clear.

M13 CPD is well established and well funded. In addition to mandatory training, there are opportunities for staff to further their skills and qualifications through in-house and externally validated training programmes.

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.	Strength
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.	Strength
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.	Strength

Comments

M14 Student feedback is consistently good in relation to customer service, and this was witnessed by both inspectors during their visit. The 'Company standard and company culture' document provides guidance for all staff on customer care, and sales and reception staff receive training in language awareness.

M15 Before arrival, students and their representatives receive comprehensive information and advice from the sales and marketing teams in liaison with school staff. During their stay, students and group leaders are well supported. Students at the focus group commented that their expectations were fully met or exceeded on arrival at the school.

M16 There are effective IT systems in place to manage student enrolments and information is easily retrieved. Terms and conditions are clearly expressed and requests for cancellations, refunds and changes to bookings are handled sensitively.

M18 Information on attendance requirements for students is clearly presented, and policies are implemented by all staff. Absences are followed up and special attention is paid to monitoring students under the age of 18. Students at the focus group were fully aware of the school's attendance requirements.

M19 Conditions and procedures under which a student may be asked to leave are covered with clarity in the student handbook and at induction. There is an effective staged process for both staff and students which allows for warning and the opportunity for improvement, with appropriate sanctions.

M20 Complaints procedures are widely available and written in clear and accessible language. They appear in handbooks and are mentioned during first-day student inductions. Records of complaints were well organised and included actions taken leading to a final resolution.

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 main medium of publicity is the website, supported by a brochure and a number of social media platforms. All criteria in this section are 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.	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 Substantial work has been done to ensure that the building is very well maintained, clean and up to date, including cleaning twice a day. The school has been sensitively designed and clearly branded to provide a comfortable and welcoming environment for staff and students.

P3 All classrooms are bright, well furnished and equipped, with natural light and free from extraneous noise. Students at the focus group commented that the classrooms provided a very suitable space for study.

P5 Signage is clear; noticeboards throughout the school are attractive, informative, well organised and up to date. Electronic information displays are positioned on three landings to provide a range of attractively designed notices and social programme promotions.

P6 Staff have very good spaces within which to work. The first-floor reception area, sales office, and academic team offices are bright and airy, and every member of staff has a desk. The marketing team also have ample space on the fourth floor, alongside the CEO's office. There is also a good-sized meeting room on this floor. The teachers' room is appropriate to their needs, including well organised resources, copy and printing materials and a small kitchen area.

Learning resources	Area of strength
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.	Strength
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.	Strength
Comments	
P9 Educational technology is excellent throughout the school and all classrooms are well equipped with interactive whiteboards (IWBs). Staff receive regular training and support as evidenced during observations. P11 Teacher and academic management meetings regularly review teaching and learning materials and feedback from teachers and students is analysed and acted upon.	

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. All three members of the academic management team are TEFLQ with considerable experience. The teaching team is also suitably qualified and experienced for the range for courses offered. 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.	Strength
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.	Strength
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.	Strength

Comments	
T4 The DoS and wider academic team have a very good awareness of their teachers' experience, strengths and areas in need of development. Personal requests and the professional development of the teaching team are also considered when timetabling and excellent records of deployment and training are kept. T7 Excellent processes are in place to ensure a smooth and effective induction for new teachers, including a comprehensive introduction to the school and company culture, health and safety, and a system of buddying newer teachers with more experienced members of the team. T8 Teachers spoke highly of the day-to-day support available to them. There are effective communication channels in place including regular meetings and WhatsApp groups. T9 New teachers are observed within their first two weeks and encouraged to observe classes as part of their induction process. Thereafter formal observations are carried out at least once a year and more regularly for	

teachers with a TEFLI qualification. Teaching standards and expectations are clearly shared, and observations inform future CPD sessions. Teachers commented that observations were supportive and developmental.

T10 In addition to the regular in-house CPD sessions for which attendance is paid, financial assistance is available for teachers to attend external training or conference events. Workshop content is informed by observations and appraisals, as well as teacher requests. Detailed records of teacher attendance and training needs are recorded.

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.	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	
All criteria in this section are fully met.	

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
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	
T15 There are very effective placement procedures in place, including an online test closely linked to the CEFR, supported by a speaking test. While oral interviews are usually conducted by a member of the academic team, sales staff receive training in how to conduct an online interview if necessary. Class composition was seen to be homogeneous, and this was confirmed by students in the focus groups. T16 Student progress is carefully monitored. End-of-week assessment activities complement tests held every three weeks based on the course content. Progress is tracked and meticulously recorded so that students have a clear picture of what they have achieved and areas for development. T17 Students complete a 'learner behaviour questionnaire' from which teachers prepare 'learner logs' where advice and guidance addressing individual learners' needs is offered. Students are able to access these on the school app.	

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	Morning, afternoon and evening classes.
Comments	
All teachers scheduled to teach at the time of the inspection were observed.	

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.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met

T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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 Accurate models of spoken and written language were provided. Illustration of grammatical structures and of lexis was generally done well. There was evidence in better segments of sound knowledge of phonological systems: for example, use of phonemic script and stress marking. T20 In almost all cases, detailed lesson plans and class profiles showed a good awareness of individual students' needs and interests. Topics were appropriate and teachers were sensitive to the learners' pace of learning. Anticipated problems were identified and effective solutions implemented. T21 Learner outcomes were presented at the start of lessons and in better segments fully explained and reviewed. However, some outcomes were expressed in language that was not accessible to the level of the students. T22 A range of appropriate techniques was observed, including instruction giving and checking, eliciting, prompting, nomination and concept checking. T23 Classroom management was generally very skilled and effective. Competent and confident use of technology was seen in all classes observed, which often included colourful, well-designed visuals. Students were grouped well, and activities were timed. Clear attempts were made to bring the coursebook to life and integrate supplementary materials in most lessons. T24 Error correction was mostly consistent and included delayed, on-the-spot and self and peer correction techniques, although there were missed opportunities for the correction of pronunciation. Teachers monitored well in most cases and provided positive reinforcement and appropriate praise. T25 Lesson plans included activities to evaluate whether learning had taken place: short tasks helped students evaluate their own learning, and reflection time was included in several lessons. T26 All teachers had clearly built an excellent rapport with their learners. Students were very engaged, appropriately challenged and listened to by their teachers. Teachers created opportunities to personalise materials and activities, allowing for genuine communication and for students to speak at length. Lessons had pace, variety and interest, and teachers were very supportive.	

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.	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.	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	
W2 The DoS and ADoS are the welfare officers. Both are well known to students, and the student services team is also involved with providing support and assistance. All staff are encouraged to be aware of students' potential needs and who to refer issues to. The DoS has training in mental health first aid. W3 The appropriate policies are widely available, and the relevant information is appropriately and clearly expressed. Tolerance and respect are part of the school's ethos and are reflected in the company standards information for all staff. W6 Information on, and access to healthcare is clearly explained to students, and a significant number of staff are first aid trained.	
Accommodation (W7–W18 as applicable)	Met

<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	
<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 this sub section 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	
All applicable criteria in this sub section are fully met.	
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.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W19 The social programme is very well promoted through the website, student handbook and induction. Weekly programme information is displayed on posters, noticeboards and screens throughout the school, and shared with students by email and on the student app. W20 A wide variety of activities is available, and the school keeps track of student opinions and is responsive to requests in order to ensure relevance and interest. W21 The SSM is in charge of the year-round social programme; in summer juniors have their own dedicated activities. Teachers are regularly involved, activities are well organised and prepared, with briefings for staff. Students in the focus group were very well-informed and enthusiastic about the programme.	

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.	Strength
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

16 and 17 year olds are accepted throughout the year on adult courses. The school also accepts closed groups of juniors aged eight to 17, and organises summer and winter vacation programmes for eight to 17 year olds. At the time of the inspection there was one student aged 17.

S2 Levels of safeguarding training in the school are very good. In addition to the DSL, the principal has specialist level training, and the two welfare officers, one of whom is the DSO, are trained to advanced level.

S5 The use of premises has been well thought through to facilitate sharing by under 16s and adults. Keycards provide access to each floor; these can be programmed to include and exclude areas as required. When under 16s are in the building, breaks are staggered and supervised. There are specific leisure programmes for different age ranges.

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	2013
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	Online classes
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	13 August 2012
Ownership	Name of company: Speak Up London Ltd Company number: 08177068
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	N/a

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	140	200
Full-time ELT (15+ hours per week) aged 16–17 years	0	30
Full-time ELT (15+ hours per week) aged under 16	0	20
Part-time ELT aged 18 years and over	123	100
Part-time ELT aged 16–17 years	1	5
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	264	355
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	25–40	20–35
Adult programmes: typical length of stay	4–12 weeks	2–4 weeks
Adult programmes: predominant nationalities	Brazilian, Turkish, French	Brazilian, Turkish, French
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–4 weeks	1–4 weeks
Junior programmes: predominant nationalities	Turkish, Spanish, Italian	Turkish, Spanish, Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	17	25
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	20	
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	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3

Comments

The Head of Operations has academic oversight works and supports the DoS where needed. The DoS and ADoS do not have scheduled teaching hours, but provide cover where needed.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	6
TEFLI qualification	11
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	17
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	3	0
Private home	0	0
Home tuition	0	0
Residential	2	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	258	0
Overall totals adults/under 18s	263	1
Overall total adults + under 18s	264	

Items requiring early action

None.