

Organisation name	Speak Up London
Inspection date	26–28 April 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 April 2022. 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](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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.

This compliance-only inspection, which was conducted remotely, took the equivalent of two days over three days. The inspectors held meetings with the two CEOs, the director of studies (DoS) responsible for online provision, the DoS responsible for face-to-face classes, the senior course advisor (SCA) responsible for accommodation, the student services manager, and the human resources administrator. A focus group meeting was held with a group of teachers, and another with a group of students. There were 16 teachers teaching during the inspection and each was observed once by one inspector. The inspectors were given a virtual tour of the premises. One inspector conducted three meetings with a representative from each of the accommodation agencies in use at the time of the inspection.

## Address of main site/head office

139 Oxford Street, London W1D 2JA

## Description of sites

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 academic management team's office, the student lounge/study area, and one classroom. On each of the second and third floors, there are five classrooms. The offices of the sales and marketing team and the CEO are located on the top floor, together with the staffroom, the 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 classrooms.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Year round, SUL offers open-enrolment General English courses in the morning, afternoon, later afternoon, and evening. The school also offers IELTS preparation and one-to-one classes. The majority of students live in London and work in the local area. SUL also offers courses for closed groups of young learners from overseas.

## Management profile

Overall management of SUL is the responsibility of two CEOs. One is responsible for academic matters and the other for sales and marketing as well as premises. There are two directors of studies (DoSs); one responsible for online classes and the other for face-to-face classes. One of the teaching team temporarily took on the role of student services manager during the pandemic, but they are now returning to a full-time teaching role. A new student services person has recently been recruited. One of the sales team; the senior course advisor (SCA), is now responsible for accommodation. The DoSs manage their respective teaching teams.

## Accommodation profile

The majority of students find their own accommodation and at the time of the inspection only 12 students were in accommodation arranged by the school. All the accommodation is provided through four agencies three of which were in use at the time of the inspection. Homestay, flat share and self-catering residential accommodation are

available, and the location and facilities offered are clearly indicated, for example, options for ensuite rooms in homestay, shared kitchen or studio rooms in residences. The responsibilities of the school and the respective agencies is clearly laid out and monitored.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students. Communication and review systems are very effective, but student engagement with feedback systems is limited. Student administration is professional and supportive, and publicity provides a realistic impression of the school.

### Premises and resources

The provision meets the section standard. The premises are well designed, professional and in an excellent state of repair. Classrooms are bright and well appointed. Resources for teaching and learning are varied, up to date and well organised.

### Teaching and learning

The provision meets the section standard. The academic team has a suitable profile in terms of qualifications and experience. Academic management systems are effectively organised, and teachers are well supported, but a focus on study and learning strategies is not systematically integrated into course design. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are fully met and students benefit from a very high standard of welfare support. The accommodation provided is very good and appropriate systems are managed extremely effectively. Students are made aware of local social, cultural, and sporting activities and an engaging programme of activities is available.

### Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is very comprehensive and relevant training is provided to all those involved with under 18s. Recruitment systems are thorough and well managed. Students are suitably supervised within and outside programmed activities.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
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.	Not 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

A very clear statement of goals and values is in place, and they are evident in the day to day running of SUL. The school has clear and detailed plans for the future and evidence of work already undertaken towards them was seen. Communication throughout the school is very good as it is with external contractors. Although records show that

action taken in response to student feedback is swift and effective, the return rate of feedback forms is very low. Staff feedback is obtained, and action is taken and recorded. Various documents such as the development plan and meeting minutes provide ample evidence of SUL's commitment to review and improvement.

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

#### **Comments**

A comprehensive range of human resource policies is in place and job descriptions are regularly reviewed as roles develop. Recruitment and induction procedures are robust, and records are comprehensive. The monitoring of staff performance is particularly well managed with supportive appraisal procedures and 'monthly check in' meetings with more recently recruited staff. Records show that all staff benefit from a range of opportunities for continuing professional development.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

Feedback, both in person and on file shows that students are very happy with the level of customer service they receive at SUL. Enrolment and cancellation procedures are all suitable and student records sampled were all complete. Despite a detailed code of conduct, no information was available to students regarding the conditions under which they may be asked to leave a course. This was amended during the inspection and is no longer a point to be addressed. A useful diagram is in place to support students who may wish to make a complaint and records of follow-up action to any complaints received are comprehensive.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website, brochure, and a number of social media channels. The website is considered the main medium of publicity.

The website is attractive and includes videos and a virtual tour which provide an accurate depiction of the school. The English used is accurate and clear and there is also a translation tool available. Most of the information on courses was in place, but the section on hours taught was potentially misleading. This was amended during the inspection and is no longer a point to be addressed. Information on course costs is clear with both a price list and a cost calculator available. The publicity only referred to free activities on the social programme, but this was addressed during the inspection and is no longer a point to be addressed. Information on the level of care for under 18s as well as that on the provision of accommodation is all entirely suitable.

### Premises and resources

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

#### Comments

The premises provide a bright, modern, and professional environment within an impressive period building. The interior is well appointed and in an excellent state of repair. Classrooms all benefit from natural light and a variety of layouts. Drinking water is available on each floor and signage is excellent throughout. There is sufficient space for all staff, including a kitchen area and teachers have a well-resourced room in which to prepare and store their belongings.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There is a wide range of suitable teaching and learning resources and all are well maintained and organised. The provision of educational technology is very good, and support is provided to assist teachers in making the best use

of it. Ample evidence was seen of how resources are regularly reviewed in the light of feedback from both students and teachers.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

The academic profile of both teachers and academic managers is suitable in terms of qualifications and experience with a good mix of both more and less experienced teachers. One teacher was without a level 6 qualification, but the rationale provided was accepted in the context of this inspection. Teachers have a good range of other skills and experience relevant to the courses offered.

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

### Comments

Policies on matching teachers to courses and the timetabling of classes are sensible and responsive to the needs of the students, teachers as well as the school as a whole. Cover arrangements are suitable, and the management of continuous enrolment is effective. Teachers feel well supported by the academic management team and both observation records and teacher feedback show that the approach to observation is constructive and sensitive.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

The principles of course design are clear and evidence was seen of the academic management teams' responsiveness to students' needs in the reviewing of courses offered. Overall course outlines are clear in publicity and students receive the planned outcomes for their courses on a weekly basis. An interesting range of additional activities is offered, such as drama and dance, which allow students to develop their language outside the classroom. Although some advice regarding study and learning strategies is provided in the teachers' handbook, there was no evidence of its systematic inclusion in course design. Well-planned class activities outside the school provide opportunities for students to benefit from the local environment.

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

#### **Comments**

Placement and progress testing procedures are suitable and well thought out systems are in place for students who may wish to change class or level. Support is available for students wishing to take an examination course or find out about mainstream education in the UK. Student reports and certificates are both suitably and sufficiently detailed.

#### **Classroom observation record**

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	General English and IELTS preparation

#### **Comments**

One-to-one lessons were not observed as these teachers also had group classes.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### **Comments**

T23 Teachers provided mostly accurate and useful models of English, but in isolated examples, models were sometimes lacking in features of natural speech. Explanations of form and function were all clear and effective.  
 T24 Detailed student profiles were provided, and, in many segments, these needs were clearly reflected in the plan, or the lesson observed.  
 T25 Student learning outcomes were made clear in all segments seen, often both verbally and on the whiteboard. Lesson staging was logical throughout and in the majority of classes there was a good mix of activities.

T26 A good range of techniques was seen, including considered nomination of specific students, drilling of new lexis, effective concept checking, elicitation of meaning, as well as good paralinguistic support such as gesture and mime.

T27 The classroom environment was well managed. Technology was confidently used, interaction patterns were varied and in the stronger segments, students had opportunities to get up and interact with each other or conduct feedback with their peers.

T28 The monitoring of students was effective with a range of correction techniques seen, including peer and elicited self correction as well as delayed feedback. Praise was used appropriately.

T29 Learning was evaluated through checking stages and production tasks. Some good instances of a focus on previous learning were seen.

T30 In all classes, teachers created a dynamic and supportive learning environment and in most, there was a good balance between student and teacher talking time. Students overall were highly motivated and evidently engaged with their learning.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being good. Detailed student profiles were in place, and lessons were logically staged with clearly expressed outcomes. A range of teaching techniques as well as classroom technology was confidently used, and the learning environment was effectively managed. All teachers were friendly and supportive, and students were fully engaged with their learning.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

Very comprehensive risk assessments and fire safety measures are in place at the school and for the residential accommodation premises used by the organisation. Students receive a very high level of pastoral care and support through clear well-established systems. Key information is readily available and accessible to students and relevant aspects of life in the UK are covered including access to adequate health care information.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met



W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

The accommodation provided is of a very high standard. All accommodation is checked by the respective partner agencies and random quality assurance checks are conducted by the school. Communication with students is detailed and timely. The respective responsibilities of the agencies and the school are clearly defined, and communication systems run very smoothly.

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

#### Comments

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended and booking and payment arrangements are clear.	N/a

#### Comments

Appropriate information is available on the school website and is supported by posters around the building.

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

A varied programme is available, and all aspects are well managed. Although risk assessments are in place there was no mention in the guidelines of how to respond to situations where students are at risk. When this was highlighted by inspectors the risk assessments were revised. This criterion is no longer a point to be addressed.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection there were ten under 18s, all living with their own families, studying at the school. In the previous week there had been a closed group of 16 students and more similar groups are expected, on occasion, throughout the year.

Safeguarding systems and procedures are very good. The policy is robust and suitable training is provided across all those involved with young learners. Safer recruitment practice is followed, and records are very well maintained. The safety of students inside and outside school sessions is ensured through careful risk assessments and monitored systems. Accommodation arrangements and contact between parents/guardians and the school is appropriate.

#### 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	January 2013
Last full inspection	February 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
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
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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 observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	100	279
Full-time ELT (15+ hours per week) aged 16–17 years	3	30
Full-time ELT (15+ hours per week) aged under 16	0	19
Part-time ELT aged 18 years and over	117	134
Part-time ELT aged 16–17 years	1	2
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	221	464
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	German and Italian	German and Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	22–35	18–25
Adult programmes: typical length of stay	8–16 weeks	2–4 weeks
Adult programmes: predominant nationalities	Turkish, Italian, Brazilian, Japanese	Italian, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	16
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	12	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	11

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications	0
Total	16
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	8	0
Private home	0	0
Home tuition	0	0
Residential	4	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	10	4
Staying in privately rented rooms/flats	195	0
Overall totals adults/under 18s	217	4
Overall total adults + under 18s	221	