

Organisation name	Speakeasy School of English, London
Inspection date	25–26 May 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.	N/a

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Speakeasy School of English, London in May 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.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Speakeasy School of English is a family owned and managed school for adults (18+). It is a Callan method accredited school and a member of the Callan Method Organisation (CMO). Most of Speakeasy's students are already resident in west London, and many work in the community.

The inspection was conducted remotely; it took the equivalent of one and a half days over two days. Meetings were held with both directors, one of whom is also the academic manager; a representative group of students; and the teachers. A virtual tour of the school premises was conducted. One inspector checked the systems in place in the school for working with two accommodation agencies and contacted representatives of both of them by telephone. All teachers timetabled during the time of the inspection were observed.

## Address of main site/head office

24 Chiswick High Road, London W4 1TE

## Description of sites observed

The school, which is on a high street in west London, occupies the first, second and third floors of a period terraced building, above retail premises. From street level a staircase leads to the first floor where there is a reception/office and two interlinking common rooms. On the second floor, there are two classrooms, a teachers' work room, a kitchen area and two toilets. There are two further classrooms on the third floor. The school is close to bus and underground routes, and to a range of local shops, restaurants and other services.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

General English courses follow the Callan Method (CM). Classes are timetabled throughout the day and evening, starting at 09.30 and ending at 21.20. Classes may range from CM Stage 1 (Common European Framework Level Pre-A1) to Stage 12 (CEFR Levels B1–C2). Most students enrol for 15 lessons per week (12.5 hours). Classes leading to externally validated examinations are also offered but none were running at the time of the inspection.

## Management profile

The school is jointly managed by two directors. One director takes the major responsibility for the premises, finance, and student administration. At the time of the inspection, there were no additional administrative staff employed. The other director has the title of principal and is responsible for accommodation arrangements and for the academic programme; she line manages the teachers.

## Accommodation profile

The school works with two accommodation agencies, both registered with the British Council, to offer homestay and residential accommodation to its students. Almost all the school's students find their own accommodation so demand for agency accommodation is very low. Two students who studied at the school in 2022 had used homestay accommodation, but no students at the time of the inspection were doing so.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff and in accordance with the school's goals and values. Policies and procedures relating to quality management are appropriate, staff management and development is satisfactory, and all aspects of student administration are handled well. Publicity is satisfactory overall.

### Premises and resources

The provision meets the section standard. The school provides the students and staff with a comfortable and professional environment for work and relaxation. A satisfactory range of teaching and learning resources is available, as required by the CM and as necessary for the exam preparation courses.

### Teaching and learning

The provision meets the section standard. The academic staff team has a profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure they support students effectively in their learning. Overall, courses are structured and managed to the benefit of students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Appropriate measures are in place to ensure the safety and security of students on school premises. There is a caring and friendly atmosphere in the school, and pastoral care is good. Homestay accommodation is provided by two agencies that are registered with the British Council. Students are given appropriate information about living in the UK, and about social and cultural events taking place in London.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### 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.	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

There is a clear statement of goals and values, made known to staff and students, and realistic objectives for the short-term future of the organisation. The structure of the operation is clearly described, and there are appropriate policies and procedures. Both directors are very familiar with the other's role and can cover for each other, so continuity is ensured. There are excellent channels of communication within the school and efficient ways of communicating with the CMO. Procedures for the gathering of feedback from students, staff and previous inspection reports are effective, and inform continuing review and development.

### Staff management and development

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

There are satisfactory human resource and recruitment policies and procedures. Job descriptions are sufficiently detailed and regularly reviewed. Induction procedures are very thorough. There are appropriate procedures for monitoring and appraising staff. Satisfactory procedures for the continuing development of staff are in place. Staff are encouraged to be self-reflective and to take responsibility for their professional and personal 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.	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

All aspects of student administration and customer service are dealt with directly by the directors. They provide a personal service to enquirers, many of whom come on recommendations from current students. Enrolment, cancellation and refund policies are carried out in an efficient and sensitive manner. Systems to record students' personal information are satisfactory. There are clear policies and efficient procedures relating to student attendance and punctuality. Terms and conditions and the school's complaints policy are clearly set out and easily accessible. There is evidence that any problems or complaints are speedily and efficiently dealt with.

<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.	Not 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.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met

M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
<p>The main source of publicity is the website and there is a social media presence. Overall, the publicity gives an accurate picture of the school and its provision. Sufficient and appropriate information about the school, its services, the courses and the costs is given on the website and in the student handbook, which is accessible via the website. Information about the choice of accommodation, and its costs, is provided. However, there is a lack of detail about the accommodation provision and services. Student reviews give a realistic impression of the advantages and disadvantages of the methodology. However, the use of stock photographs of students may give a misleading view of the student body and the school premises, and some of the language used to describe the courses is not inclusive.</p>	

## 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

<b>Comments</b>	
<p>Premises are in a good state of repair, cleanliness and decoration. Classrooms are sufficiently spacious for the class size. Students have use of a kitchen and spacious common rooms with snacks and drinks machines, where they can relax and consume food and drinks. There is a good choice of food at affordable prices in the locality. Signage is clear and noticeboards are attractive and informative. There is sufficient space for staff for preparation, meetings, relaxation and storage of personal possessions.</p>	

<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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

<b>Comments</b>	
<p>The provision is satisfactory overall. The school has a full set of the coursebooks with accompanying teachers' books. Students are required to purchase their own coursebook at the relevant level. No technology is used in lessons but there is an online practice area linked to the lessons which students can access via their own devices. There are some coursebooks relating to exam classes, which include the audio material for the chosen texts and there is a small stock of non-CM books. The student lounge offers an area for quiet study and some books, magazines and newspapers. Resources are discussed at meetings and teachers are advised about any out-of-date content; feedback on the CM texts is passed on to the CMO. However, no changes to the coursebooks have been made since 2014.</p>	

## 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
<b>Comments</b>	
Overall, the teaching team has a range of experience, knowledge and skills appropriate to the courses offered. One teacher does not have a level of education represented by a Level 6 qualification. A rationale was provided and accepted within the context of this inspection. He has an ELT certificate and a PTTLs (Preparing for Teaching in the Lifelong Sector) qualification and has undergone relevant professional training. One teacher does not have an ELT qualification. A rationale was provided and accepted within the context of this inspection. He is a qualified secondary school teacher with many years' experience in the state sector and of delivering lessons using the CM. The academic manager has an appropriate professional profile.	
<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
<b>Comments</b>	
Teachers are matched appropriately to courses and there are effective timetabling and cover arrangements. Advice is given to teachers about how to integrate new students into their class and students can catch up on previous lessons via their coursebooks and the online materials. There are very effective arrangements for day-to-day support and for the observation and monitoring of teachers' performance.	
<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.	Not 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.	N/a
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.	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.	Not met
<b>Comments</b>	
Course design is based on stated principles; there is a clear course structure with guidelines for teachers on how to deliver the programme. Teachers are encouraged to omit or make small adaptations to the content in response to the current socio-political context and the cultural sensibilities of the students. However, the course design is not	

regularly reviewed in light of the different and changing needs of students and some of the language used in the guidelines is not inclusive. Course outlines in the form of the coursebooks are available to students, and there is a list of outcomes in the form of 'can do' statements for each level or stage. However, the objectives and planned outcomes for the week and for each lesson are not routinely shared with the students. Guidance for students about learning strategies and how to make the most of the materials is given in the student handbook, the coursebooks and via the online platform. Students have the option to discuss study and learning strategies in individual tutorials. Although there are opportunities for students to develop their language skills in extra-curricular conversation sessions, the course syllabus does not include strategies which help students develop their skills outside the classroom.

<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.	Not 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**

There are effective procedures for the placement of students and for a change of course as necessary. Students' progress is monitored by means of regular written tests and the scores are recorded. However, the design of the tests is limited; they do not effectively assess the stated objectives and achieved outcomes of the course; there is no formal assessment or recording of the students' oral production. All students receive certificates; academic reports are provided on request. Students wishing to progress to mainstream education have access to relevant information and advice.

#### **Classroom observation record**

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	CM lessons at a range of levels in the morning, afternoon and evening.

#### **Comments**

The academic manager does not have a scheduled teaching commitment.

<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.	Not 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 demonstrated a satisfactory level of knowledge and awareness of linguistic systems and provided accurate models of the language.

T24 The course content is prescribed and, in all segments, was satisfactory overall. The needs of the group in relation to their level and ability were being met. There were some examples of personalisation but no evidence in plans that individual learning needs had been taken into account.

T25 Lessons led to relevant learning outcomes, made known to students in their coursebooks, although the language objectives and outcomes were not made explicit to the students during the lesson.

T26 Teachers used the 'question and answer' technique demanded by the CM confidently and efficiently. In better lesson segments, they also used realia, wall charts, actions and concept questions to illustrate and check the understanding of meaning. Effective techniques for the practice of stress and intonation patterns were observed. The teachers' spread of attention ensured that all students participated in the controlled practice activities.

T27 The range of available resources is limited, but the scripts, charts and the students' coursebooks used were generally managed well. In better segments, good use was made of realia and the classroom environment. Students were seated so that they could participate fully in the controlled practice activities.

T28 Students in most classes received encouragement, praise, and timely and effective feedback on their spoken language. There was a good focus on accurate pronunciation.

T29 A feature of the courses is constant revision and checking of achievement of outcomes. The success of language learning was evaluated by the students' ability to respond appropriately to the teachers' prompts.

T30 There was generally a positive and purposeful atmosphere in the lessons; students were engaged and responsive.

### Classroom observation summary

The teaching observed ranged from good to unsatisfactory against the criteria, with the majority being satisfactory or above. Lessons followed the CM prescribed programme which does not take individual student needs into account. Knowledge of the linguistic systems of English, as exemplified in lesson content, was sound, and a range of techniques and resources appropriate to the method was observed. There was a focus on accurate production of language and teachers checked that learning was taking place. Overall, a purposeful learning atmosphere was observed and students in the focus group were positive about their learning progress. The teaching observed met the requirements of the Scheme.

### 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.	Not 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

All the necessary measures are in place to ensure the safety and security of students on the school premises. A good level of pastoral care is provided by the two directors and the teachers. Although students are given information about a taxi transfer service, details about how to travel independently to the UK and the approximate costs are not provided. Relevant information about life in the UK is located in the detailed student handbook.

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

All the services and facilities provided by both accommodation agencies are in line with Scheme requirements. Students receive relevant information in advance about their accommodation, and the school checks informally and formally whether or not they are happy with the provision. Speakeasy's contact people at the agencies confirmed that they had a positive working relationship with the school.

#### Accommodation: homestay only

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 the criteria in this subsection are fully met.

#### Accommodation: other

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

The relevant criterion in this subsection is fully met.

#### Leisure opportunities

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.	N/a

#### Comments

The school does not offer a full leisure programme, but provides occasional evening activities on and off site. Speakeasy makes students aware of social and cultural activities available to them locally and informs them about the excursions of a tour company. No risk assessment was available for a pub night activity mentioned in the student handbook. This was subsequently provided and is no longer a point to be addressed.

#### 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	October 2009
Last full inspection	September 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	September 2002
Ownership	Name of company: Speakeasy School Ltd Company number: 4500049
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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	5
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	58	86
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	n/a
<b>Overall total</b> ELT/ESOL students shown above	<b>58</b>	<b>91</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+

Adult programmes: typical age range	25–45	20–40
Adult programmes: typical length of stay	8 weeks	4 weeks
Adult programmes: predominant nationalities	Spanish, Brazilian, Japanese	Spanish, Polish, Italian

Staff profile	At inspection	In peak week: July (organisation's estimate)
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The academic manager is also the principal.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	5
Comments	
The rationale for the teacher without an ELT qualification was accepted within the context of this inspection.	

### 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	0	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	5	N/a
Staying in privately rented rooms/flats	53	N/a

Overall totals adults/under 18s	58	N/a
Overall total adults + under 18s	58	