



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**MONITORING VISIT**

**EUROSPEAK LANGUAGE SCHOOLS LTD**

**(Company Registration No. – 1874846)**

Full Name **Eurospeak Language Schools Ltd**

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Principal Mr Gaurav Vahi

Proprietor Mr Gaurav Vahi

Age Range 11+

Total number of students 106

Numbers by age and type of study Under 18: 3  
18+: 103  
EFL only: 106

Inspection date **5 December 2023**

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Eurospeak Language Schools Limited is a private educational institution, with premises located in the centre of Reading and Southampton. The school was established in 1991 and has two directors, one of whom acts as the principal. Its mission is to consistently provide a community and educational opportunities for students in order for them to achieve their full potential. The aim of the school is to give students the skills and language necessary for success, in a friendly environment in which they can enjoy the language and culture of England with students from all over the world.
- 1.2 The school offers general English courses from elementary to advanced levels, as well as examination preparation classes for the International English Language Testing System (IELTS) and the Cambridge suite of qualifications. These courses are offered throughout the year to students aged 16 and over. Students can enrol weekly for daytime or evening classes, lasting from several weeks to 12 months.
- 1.3 The school also offers a non-residential junior summer school, for individual students aged 11 and above, in June to August each year. At the time of inspection, only general English and examination preparation courses were running.
- 1.4 At the time of the inspection 106 students were enrolled at the schools, nearly all of whom are over 18 years old. There are equal numbers of male and female students and the largest nationality groups were from Saudi Arabia, Morocco and Turkey. English is an additional language (EAL) for all students. At the time of the visit no student was identified with language and learning difficulties or disabilities. Students are recruited throughout the year and can start at different times.
- 1.5 The college was previously inspected on the 9–11 November 2021 when it met all Key Standards and the quality of education was judged to exceed expectations. The recommendation from the previous report is:
  - Managers should systematically analyse course progression rates over time to monitor attainment trends and inform self-evaluation.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of the 9–11 November 2021 the college was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. The school has clear educational aims and objectives and a very well-planned curriculum. Initial assessment prior to, and on arrival, is excellent and accurately places students on the most appropriate programme of study in accordance with their language abilities. The suitability of course provision and curriculum is excellent. It is well organized, flexible and is highly effective in meeting the language needs of the students. Courses are appropriately aligned to the Common European Framework of Reference for Languages (CEFR) and those on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching is excellent. Teachers are well qualified, experienced and have comprehensive subject knowledge. They use a wide range of effective teaching methods to ensure that students are engaged, build new knowledge and apply this effectively to new contexts. As a result, students make excellent progress across the range of English language courses and levels. Regular assessments are highly effective in checking student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet individual students' needs. Achievement rates are high and nearly all students complete the qualification for which they registered.
- 2.3 Students' welfare, including health and safety, is excellent. Health and safety are very well managed, monitored, with comprehensive oversight ensuring that any issues are quickly addressed. Both the Reading and Southampton school's buildings are well maintained and provide very good quality facilities that effectively support learning. Classrooms are well equipped and furnished to a high standard. Highly effective policies and procedures reduce the risks from fire and other hazards and ensure high levels of health and safety are maintained. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. Student registration and attendance records are excellent. They are accurate, well managed and are highly effective in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are highly secure. Pastoral support and guidance for the students is excellent and in accordance with the school's aims. Arrangements for the safeguarding of students under the age of 18 are excellent, fully implemented and reflect official guidance. Relationships between staff and students are excellent. Students report that they feel safe at the school and very well supported.
- 2.4 The effectiveness of governance, leadership and management is excellent. The proprietor provides excellent oversight and discharges their responsibilities well for financial planning and investment in the future. They take a substantial role in the strategic and day-to-day operation of the schools and have been highly effective in building a strong academic and administrative team to ensure that high levels of

education, welfare, health and safety are maintained. A clear vision for the schools is shared by all staff, who work very well together for the good of the students. The school is highly successful in attracting and retaining highly qualified and experienced teachers and other staff. A detailed management structure, with well-defined roles and responsibilities, ensures that each school is well run and meets all its legal obligations. Systems to ensure consistent assessment and the monitoring of student progress and attendance are excellent. As a result, managers and teachers have a clear overview of the performance of the school's students. Procedures for the recruitment of staff are excellent, in accordance with legal requirements, with all appropriate checks undertaken. As a result, all required employment and suitability checks are completed on staff before their employment is confirmed.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 Initial assessment prior to, and on arrival, is excellent. The process is accurate and ensures that students are placed on the most appropriate level of study in accordance with their language abilities. Consequently, students report that they are highly satisfied with their course and the provision offered by the school.
- 3.3 The suitability of course provision and curriculum is excellent. The school has clear educational aims and objectives and a very well-planned curriculum. As a result, the school provides a comprehensive range of English language courses and levels to meet the different needs and aspirations of students. Courses are appropriately aligned to the Common European Framework of Reference for Languages (CEFR). Programmes of study on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.4 Teaching is excellent. Teachers are well qualified, experienced and have comprehensive subject knowledge. They use a wide range of effective teaching methods to ensure that students are engaged, develop their English language proficiency and apply this effectively to new contexts. Students work very well in groups, showing excellent co-operative learning and independence. However, in a small number of classes, not all students start the lesson at the scheduled time, which reduces the learning opportunities available and affects group activities. Classroom resources are of a high quality, good quantity and range and are used effectively by teachers to support learning.
- 3.5 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.
- 3.6 Assessment is excellent. There are clearly defined processes in place to regularly monitor students' progress to ensure that they are successfully progressing towards their learning aim. As a result, the progress of each student is carefully tracked and allows managers, teachers and students to monitor their progress effectively. Achievement rates are high and nearly all students complete the qualification for which they registered.



#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 Health and safety are very well managed, monitored, with comprehensive oversight ensuring that any issues are quickly addressed. The school's buildings are well maintained and provide very good quality facilities that effectively support learning. Classrooms are tidy, clean, with good lighting, heating, sound insulation and ventilation. They are well equipped and furnished to a high standard. Detailed health and safety, first aid and fire safety policies and procedures are in place and consistently implemented. All necessary measures to reduce the risk of fire and other hazards have been taken. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. An appropriate number of fire marshals and staff trained in first aid are in place. Free drinking water is readily available throughout both schools. Due to the style and design of the building the premises are not easily accessible to staff or students with special needs and disabilities. However, this is made clear by the school in their promotional materials to any potential students.
- 4.3 Systems for recording registration and attendance are very well-managed. Admission procedures are detailed and strictly observed. Staff at each school work very closely with senior managers to maintain clear and accurate admission registers and records. Online student files are accurately maintained and provide a clear record of checks on identification, previous academic experience, and visa status. Attendance records are accurate and daily attendance is very closely monitored. Staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students on Student visas.
- 4.4 Pastoral support for students is excellent. Student welfare is a key priority for both of the schools and detailed policies and procedures ensure that they provide a safe and supportive environment where students can progress quickly. On arrival students receive a comprehensive induction which is effective in helping them settle quickly in their course, their school and the local area. Relationships between staff and students, and amongst the students themselves, are excellent with a strong culture of mutual respect, integration and tolerance. A wide range of policies and procedures reinforce this culture and the expectations of appropriate behaviour and conduct.
- 4.5 The safeguarding arrangements for students under the age of 18 are excellent. Arrangements have proper regard to official guidance and the implementation of safeguarding and recruitment strategies are appropriately checked and regularly reviewed by senior managers. There is a designated child protection officer in place who is trained to the required level. All staff that have access to students under the age of 18 are subject to an appropriate Disclosure and Barring Service (DBS) suitability check prior to or on appointment.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Managers should systematically analyse course progression rates over time to monitor attainment trends and inform self-evaluation.
- 5.3 Good progress has been made against the recommendation. Managers have collated and systematically analysed course progression rates over the past three years in order to ascertain and monitor attainment trends. This data is effectively used to improve performance and inform the schools self-evaluation report.
- 5.1 The proprietor provides excellent oversight of the two schools and discharges their responsibilities well for financial planning and investment in the future. They take a substantial role in the strategic and day-to-day operation of the schools and have been highly effective in building a strong academic and administrative team to ensure that high levels of education, welfare, health and safety are maintained. As a result, a clear vision for the schools is shared by all staff, who work very well together for the good of the students. Relationships between the proprietor, managers and staff are excellent.
- 5.2 The quality of leadership and management is excellent. A detailed and well-developed management structure, with clear roles and responsibilities, ensures that both schools are well run and meet all its legal obligations. Policies and procedures are well defined, appropriate and regularly reviewed.
- 5.3 Systems to ensure consistent assessment and the monitoring of student progress and attendance are excellent. Performance data is used effectively to evaluate the provision and to highlight key issues for leaders and managers. As a result, managers and teachers have a clear overview of the performance of the school's students.
- 5.4 Procedures for the recruitment of staff are excellent, in accordance with legal requirements, with all appropriate checks undertaken. As a result, all required employment and suitability checks are completed on staff before their employment is confirmed.
- 5.5 The provision of information is excellent. The school's website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices. The school was highly responsive in providing information for the inspection in a timely manner.

## **6. ACTIONS AND RECOMMENDATIONS**

The language school has maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

In order to further improve the excellent quality provided, the language school should:

- Review and revise the schools punctuality policy to ensure that all students arrive in time for the start of lessons.

## INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff, the proprietor and attended registration sessions. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

### Inspectors

Dr Nigel Chambers	Lead Inspector
Dr David Gutmann	Team Inspector
Mr John Rooney	Team Inspector