



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

EUROSPEAK LANGUAGE SCHOOLS LTD

(04439189)

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Principal	Mr Gaurav Vahi
Proprietor	Mr Gaurav Vahi
Age Range	11+
Total number of students	102
Numbers by age and type of study	18+: 102 EFL only: 102
Inspection dates	9 – 11 November 2021

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 Tier 4 of the points-based system for 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Founded in 1991, Eurospeak Language Schools Limited is a private English language school. It is a private limited company with two directors, one of whom acts as the principal. The school runs its courses at premises in Reading and Southampton.
- 1.2 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.
- 1.3 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.
- 1.4 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 adult general English courses were running.
- 1.5 At the time of the inspection 81 students were enrolled in Reading and 21 students in Southampton. All students are aged 18 or over and speak English as an additional language. The vast majority are female. The nationalities most represented by the current students are Saudi Arabia, Morocco, Turkey, Spain and Bulgaria. There were no students identified with learning difficulties or disabilities.
- 1.6 The school was previously inspected on 30th October 2018 when it met all Key Standards and the quality of education was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Effective initial assessment arrangements ensure that students are placed onto courses that meet their learning needs and goals very well. Courses 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. Experienced and well-qualified teachers use their subject expertise to plan highly effective lessons. Students benefit from excellent opportunities to practise their speaking and listening skills. Students work well together in an inclusive and respectful learning environment. They have access to high-quality learning resources that support their independent learning skills very well. Teachers regularly assess students' progress and achievement, providing accurate and useful feedback that helps them to improve. As a result, students are engaged, motivated and make excellent progress in developing their applied English language skills. Course completion rates are very high.
- 2.3 Students' welfare, including health and safety, is excellent. Comprehensive policies and procedures are effectively implemented to ensure the health, safety and security of students and staff. Leaders consult external health and safety experts where required, to ensure that safety standards are met. Fire safety and first aid equipment is appropriately maintained. Staff and students know what to do in the event of an emergency. Students benefit from clean, well equipped, and appropriately furnished premises which support their education very well. Admissions and attendance registers are accurate and very well maintained. Staff set high expectations for attendance and monitor non-attendance very effectively. As a result, attendance rates are excellent. Leaders and managers have effective processes in place to make the necessary reports to the Home Office when required. Pastoral support is excellent. Students benefit from a very high standard of care and support. Safeguarding arrangements are thorough and effective. Residential accommodation is very well managed and monitored.
- 2.4 The effectiveness of governance, leadership and management is excellent. The proprietor provides clear educational direction and very effective strategic leadership, which is aligned to the school's aims. Leaders provide very effective oversight of financial management, ensuring that responsibilities for health, safety, safeguarding and legal permission are met. Leaders and managers work very effectively together to ensure a high quality of education is maintained, and students achieve their educational goals. Quality assurance arrangements are very effective. Managers analyse student feedback thoroughly, implementing improvements quickly where required. Managers regularly record student progress and achievement to evaluate the impact of teaching and learning. However, managers do not systematically analyse course progression rates over time to monitor attainment trends and inform self-evaluation. Staff recruitment and selection

arrangements are excellent. Managers maintain detailed and accurate records of recruitment checks to ensure the suitability of staff.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 The assessment of students prior to and on arrival at the school is excellent. Managers have implemented a range of highly effective systems which ensure that students' language abilities and learning needs are quickly and accurately identified.
- 3.2 Tutors use the outcomes of initial skills tests to ensure that students are enrolled onto the most appropriate courses to meet their education needs. Students are highly satisfied with the appropriateness of their course placement and inspection findings confirm this view.
- 3.3 Students are able to disclose any learning difficulties or disabilities during the application process. Managers and tutors make reasonable adjustments where possible to accommodate individual needs. Students with more complex needs are directed to other local education providers who are better placed to meet their additional learning needs.
- 3.4 Students receive accurate advice and guidance to help them make decisions about their study options. The school website provides clear and useful information on the different courses available, along with practical information about studying in Reading or Southampton.

3.(b) Suitability of course provision and curriculum

- 3.5 The suitability of course provision and curriculum is excellent. The range of courses and levels of study are very well matched to students' needs and learning goals. The curriculum is very well planned and sequenced to ensure teachers can build on students' prior knowledge. This helps students to make effective progress in gaining the applied English language skills they need for work or further study. Course completion rates are very high.
- 3.6 Courses match the details found on the school website and in promotional literature. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance.

3.(c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching and its impact on learning are excellent. Teachers are experienced, well-qualified English language specialists who understand the needs of their individual students very well. Teachers use their excellent subject knowledge to meticulously plan lessons, incorporating a highly effective blend of creative and topical teaching and learning activities. Teachers' class management is strong, and tasks are very well set up so that students are focused and challenged throughout their lessons.

- 3.8 Student benefit from excellent opportunities to practice their speaking and listening skills and improve their pronunciation. Discussion topics clearly interest students, which motivates them to participate. Students work very well together in a friendly and inclusive learning environment, sharing their ideas, interests and cultural traditions. Teaching topics and activities reinforce the values of democracy, tolerance, diversity and mutual respect for others.
- 3.9 Students are given a high level of ongoing academic support. Detailed independent learning plans direct students to an excellent range of high-quality learning resources. This helps to extend learning beyond the classroom and support the development of students' confidence and independent learning skills. Students' ongoing achievements and progress are regularly assessed and well-documented. Teachers provide students with accurate, detailed and useful feedback which helps them to improve.

3.(d) Attainment and progress

- 3.10 Attainment and progress are excellent. The high standard of teaching and personalised academic support ensure that students make excellent progress in lessons and throughout their course. Students are able to apply their developing English language skills and progress successfully to the next level of learning and competency.
- 3.11 Where students do undertake formal external examinations, the large majority are successful and make good or excellent progress against their starting points

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements to ensure health and safety, and security of the premises, are excellent. Leaders and managers have implemented effective measures to ensure the health and safety of students and staff. Health and safety policies and procedures are clear, comprehensive and effectively updated and applied. Leaders seek support and guidance from external health and safety experts where required, to ensure that safety standards are maintained.
- 4.2 Firefighting, fire safety and electrical equipment is regularly serviced and well maintained. First aid arrangements are clear and effective including appropriate arrangements to support students who are ill or injured. Staff are appropriately trained in first aid and as fire wardens. Staff and students receive high-quality information on health and safety and know what to do in the event of an emergency. Students' views on health and safety matters are regularly sought and managers take prompt and effective action when required. Security arrangements are effective.
- 4.3 Students benefit from clean, well equipped, and appropriately furnished premises which support their education very well. Heating, lighting and ventilation are appropriate. Free drinking water is available. Washrooms are clean and sufficient in numbers. At the Southampton premises, student have access to large, bright and spacious classrooms and social areas which are decorated and maintained to a very high standard. Students at the Reading premises have access to a small but useful independent study area, where they can access a range of learning resources to support their language development. Neither of the premises are accessible to wheelchair users. This is made clear to prospective students on the website and in student handbooks.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are excellent. The school maintains accurate and highly detailed admissions and attendance registers. Staff set high expectations for attendance and punctuality supported by clear and well communicated policies. There are very effective procedures in place to monitor attendance levels and deal swiftly with any non-attendance. As a result, attendance rates are excellent and student lateness is rare.
- 4.5 Leaders and managers have a very secure understanding of Home Office requirements for attendance for those on student visas. Leaders and managers have effective processes in place to make the necessary reports to the Home Office when required.
- 4.6 There are fair and clear procedures in place for the collection and refund of fees which are effectively communicated to students.

4.(c) Pastoral support for students

- 4.7 Students benefit from an excellent standard of pastoral support which is in line with the school's aims to offer a friendly environment where students can enjoy the language and culture of England with others from all over the world. Detailed and informative handbooks, and a highly effective induction process, enable students to settle quickly into the school, their chosen course, and the local area. A range of effective policies are in place which promote an inclusive learning environment and prevent instances of bully and harassment. Effective arrangements are in place to protect students from risks associated with radicalisation and extremism.
- 4.8 Staff monitor students' well-being very effectively. They provide a range of effective communication methods to ensure students can access timely support and guidance when needed. Staff at all levels foster excellent professional relationships between staff and students and among the students themselves. For example, staff take the time to promote integration and interaction outside of lessons and at break times by facilitating discussions on interesting topical issues. During interviews, students confirmed that staff provide high levels of support on a range of personal and welfare issues that is sensitive to their cultural and linguistic needs. Inspection findings confirm this view.
- 4.9 Students enjoy the range of social activities on offer and the opportunities they provide for mixing with others and practising speaking and listening skills in different contexts. Students receive excellent information on making university applications and guidance on careers and next steps.

4.(d) Safeguarding for under 18s

- 4.10 Safeguarding arrangements are excellent. Leaders effectively implement and regularly review the detailed safeguarding policy. The policy clearly sets out the strategy and practical arrangements to protect students' welfare, including in relation to online safety. Regular Disclosure and Barring Service (DBS) checks ensure the suitability of staff to work with children and vulnerable adults. Leaders maintain an accurate central record of recruitment and suitability checks to monitor ongoing compliance with safeguarding guidance.
- 4.11 A designated safeguarding lead is supported by a team of safeguarding officers, who are all trained to an appropriate level in safeguarding vulnerable adults and children. All staff complete regular online training to ensure they are clear on their role and responsibilities in relation to safeguarding students. Clear and effective arrangements are in place to record, report and refer safeguarding concerns where necessary. These measures ensure that students feel safe and well cared for.

4.(e) Residential accommodation

- 4.12 Management of residential accommodation is excellent. The school supports students to access quality assured accommodation arranged in partnership with a homestay agency and externally managed student residences. Leaders have put in

place very effective management and monitoring arrangements to ensure that accommodation offered to students is safe and high quality. School managers liaise regularly with accommodation providers to ensure there is effective oversight of the necessary safety checks and risk assessments. In addition, school staff complete their own checks to ensure ongoing compliance and the maintenance and standards. Accommodation is not provided for students under 18.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are excellent. The proprietor has an excellent insight into the working of the school, taking full responsibility for strategic leadership and providing clear educational direction, aligned to the school's aims. Leaders provides very effective financial management, ensuring growth is sustainable and effectively managed. There is effective investment in accommodation, staffing and resources to ensure the high standards of education are maintained.
- 5.2 The proprietor meets their responsibilities for ensuring safeguarding arrangements, and health and safety requirements, are met. All relevant legal permissions are in place. The proprietor effectively delegates responsibility for academic oversight to the experienced and well-qualified director of studies.
- 5.3 Clear and detailed policies and procedures are regularly updated and effectively communicated to all staff and students. Leaders completed minor updates to a few school policies during the inspection to ensure clarity and consistency.

5.(b) Management structures and responsibilities

- 5.4 Management structures and responsibilities are excellent. Leaders and managers work very effectively together to ensure that students are well cared for and achieve their educational goals and aspirations. Managers regularly review and evaluate the performance of the school, identifying strengths and relevant priorities for improvement. Leaders and managers take prompt action to ensure actions are resolved effectively.
- 5.5 Managers are very successful in recruiting and supporting high quality staff. Regular training events ensure staff continually develop their skills and expertise in teaching and supporting English language students. Staff performance is reviewed regularly through the thorough staff appraisal system. Managers carry out frequent observations of lessons and teachers benefit from clear and constructive feedback that helps them to further improve their practice. As a result, the very high standards of teaching and learning are maintained over time.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance arrangements are excellent. Student feedback is systematically collected through a range of surveys and focus groups which explore a variety of key performance areas related to academic and welfare issues. Managers frequently and thoroughly analyse feedback data to quickly identify any areas for improvement, creating clear and specific actions plans which lead to rapid improvement.

- 5.7 Students are very satisfied with the high standard of teaching, care and support they receive. They feel very well supported by staff who understand their individual needs and help them to achieve their study goals. Inspection findings confirm their views.
- 5.8 Students have access to a clear and transparent complaints policy which includes provision for external independent adjudication, if required. Managers take student complaints seriously and have robust procedures in place to record, manage and resolve complaints should these arise.
- 5.9 Managers regularly record student progress and achievement to evaluate the impact of teaching and learning. However, managers do not systematically analyse course progression rates over time to monitor attainment trends and inform self-evaluation.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.10 Arrangements to recruit staff and check their suitability are excellent. Leaders have very effective arrangements in place to ensure all the required checks on staff are completed prior to their appointment. Managers maintain a detailed and accurate central record of the checks undertaken to confirm individuals' identification, qualifications and the right to work in the UK. Employment references and DBS background checks are systematically completed and recorded in a timely manner, to ensure that staff are suitable to work with students and young people.

5.(e) Provision of information

- 5.11 The provision of information is excellent. The website provides highly detailed and accurate information about the courses, services and facilities available at both the Reading and Southampton schools. The information is very helpful for prospective and current students.
- 5.12 Managers made available all the information requested to support the inspection process.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Managers should systematically analyse course progression rates over time to monitor attainment trends and inform self-evaluation.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with the proprietor, senior members of staff and teachers. Inspectors also held meetings with managers of the homestay agency and externally managed student residences. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Steve Ingle	Lead Inspector
Ms Ann O'Tool	Team Inspector
Ms Jane Roy	Team Inspector