

Organisation name	Europa School of English, Bournemouth
Inspection date	7–8 May 2024

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Europa School of English, Bournemouth in May 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This small private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, care of students, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Europa School of English, Bournemouth, was founded in 2004. Since 2010 the school has been jointly owned with a German tour operator, International Projects (IP), which has been organising vacation language courses in several European countries for over thirty years.

The school is based in Knole Road, Bournemouth, a ten-minute walk from the railway station in a modern building next to the much larger Freemason's Hall, which is used for additional classroom space during busy periods. The school operates year-round adult courses and mini-stay courses for closed groups of under 18s. Courses offered for under 18s in the summer come under a separate accreditation and take place in the Hall.

Since the last inspection, the school has undergone significant changes moving from larger premises, which it shared with the summer centre, to a more compact setting which is for the year-round provision only.

The inspection lasted one and a half days and was carried out by two inspectors. Meetings were held with the director, assistant director of studies, school manager, accommodation officer and the head of sales and marketing who is based in Germany and joined remotely. Focus group meetings were held with teachers, and students. Both teachers timetabled during the inspection were observed by each inspector. One inspector spoke to two homestays remotely.

Address of main site/head office

The Annex, Freemasons Hall, Knole Road, Bournemouth BH14DH

Description of sites visited/observed

The building is a former children's nursery school. It has an entrance hallway, four classrooms, administration office and a kitchen/teachers' room. In the teachers' area there is a table and whiteboard and some teaching resources. This is where teachers can prepare, and meetings are held. At the time of the inspection, one of the classrooms was set up as a relaxation area for the students, which is done when student numbers are low. There is a small, enclosed garden with a table tennis table. There is an area for students to help themselves to tea, coffee and biscuits. During busy periods, additional classrooms are available in the Freemason's Hall next to the school.

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 checked="" 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"/>
Content and language integrated learning (CLIL)	<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

The school offers general English lessons to adults of 15 or 22.5 hours per week. Combined general English plus IELTS and general English plus English at Work courses are also offered. In both cases, students study 15 hours of general English in the mornings, and 7.5 hours of either IELTS or English at Work in the afternoons. The school also offers mini-stay courses to closed groups of under 18s throughout the year. The length of these courses is negotiated with the students' representatives.

Management profile

There are two directors, one based in Germany, and one in the UK. The UK-based director is also the director of the school, and is based on site one day per week. The sales, marketing and enrolment functions are carried out in Germany by a separate company. Working from the school in Bournemouth is the assistant director of studies (ADoS) and the school manager. The ADoS is supported by the director of studies (DoS) who works remotely but visits the school throughout the year. The accommodation officer works from home but attends the school once per week. The ADoS manages the team of teachers, and the school manager manages activities and welfare staff.

Accommodation profile

Homestay accommodation is organised by the school's accommodation officer and residential accommodation is offered when available in student halls of residence managed by other organisations. The majority of homestays live close to the school, whilst no student is required to travel more than 45 minutes by bus.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management operates to the benefit of the students and in accordance with the provider's very clearly stated and well understood goals and values, and their publicity. The structure of the organisation is appropriate, communication is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

Overall, the provision meets the section standard. The teachers and academic management team have appropriate qualifications and experience. Teachers are well supported and course design meets the needs of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Overall, the provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are very well met. However, fire risk assessments of homestay accommodation are currently unsatisfactory. The leisure programme is very well organised and provides safe and good opportunities for students to enhance their experience of studying in the UK. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very efficient and effective provision for the safeguarding of students under the age of 18 within the organisation and on organised activities outside the scheduled programme. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The school has a very clear statement of goals and values which is clearly articulated by management. The statement is integral to the working of the organisation, and the values are well understood by staff and students.
 M4 Excellent use is made of a range of channels of communication, both face to face and remote. A range of meetings is held ensuring that there is good communication between management and staff, and messaging and file sharing platforms promote very high levels of collaboration.

M5 Student feedback is collected on a weekly basis and is completed by all students. The school analyses this data to monitor and improve services. In addition, students complete a leavers' survey.

M6 Staff feedback is collected regularly, ensuring that the school management has a good understanding of staff satisfaction levels and responds to any concerns, Staff feel strongly that their views are valued.

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 ensures that these are up to date.

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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Met

Comments

All criteria in this area are fully met.

Student administration

Area of strength

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Strength

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

Comments

M14 Student feedback indicates that sales and school-based staff are approachable, welcoming and helpful. Customer service is supported by effective IT packages, excellent communication and teamwork, and a strong culture of client care which is modelled throughout the organisation.

M15 Students receive comprehensive pre-course information and communication. In addition, students were very positive about the information and guidance provided for them after their arrival.

M16 Enrolment systems are efficient and effective. Students commented very positively regarding the helpfulness of staff during and after enrolment. There are excellent systems in place to ensure a smooth transition from the enrolment team to school-based staff.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
<p>The main medium of publicity is the website. In addition, the school has a presence on social media platforms.</p> <p>M22 Some sections of the website use complex language or inappropriate sentence length which is not accessible to speakers of English at B1 level.</p>	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
<p>P1 At the time of the inspection there were no records of gas safety checks or routine checks of electrical appliances for the premises. This was addressed shortly after the inspection, and is no longer a point to be addressed.</p> <p>P2 The premises are in an excellent state of repair and decoration and are very clean. They provide a welcoming comfortable environment for students and staff.</p> <p>P3 Classrooms are spacious, quiet and light, and provide an excellent, flexible learning environment.</p> <p>P5 Signage is clear, consistent and visually attractive throughout the building, giving a sense of identity and providing useful information for students and visitors.</p>	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P10 The school provides students with a comprehensive list of links to websites and applications which support their independent learning. Teachers introduce students to these resources during induction and throughout their course, ensuring that they are accessing and benefiting from them.

Teaching and learning**Academic staff profile**

Met

T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management

Met

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Met

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Strength

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Strength

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Met

T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.

Met

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.

Met

Comments

T6 Teachers are provided with very good clear guidance on lesson planning and the integration of new students through the teaching manual and a workshop. Students who have started courses at different times feel well informed and supported.

T7 There is a very clear detailed plan for induction which provides new teachers with information and guidance in advance via documentation, during an orientation session and when they start work. Induction is well documented, and all teachers complete a comprehensive induction checklist.

T9 Teacher observations are carried out by the TEFLQ DoS.

Course design and implementation

Met

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.

Met

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Met

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.

Met

Comments

T13 There is a comprehensive, formal documented process for course review which takes into account student and staff feedback.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Detailed needs analysis and individual objective setting are central to courses, ensuring that students understand their own needs and that these form part of the course objectives.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English, examination class

Comments

Both of the teachers working during the week of the inspection were observed twice.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers provided clear models of language. Their use of language was natural and accurate, and they used good examples to illustrate and explain meaning.

T20 Teachers demonstrated good levels of awareness of students' strengths, needs and interests, and planned activities appropriately to meet their needs.

T21 Learning outcomes were clearly stated, made known to students and reviewed during classes. Students were effectively guided towards learning outcomes through coherently planned lessons.

T22 In general, there was confident use of a range of teaching techniques, which promoted student interaction and language practice.

T23 Teachers made appropriate and creative use of a range of resources, including static and mobile whiteboards, projectors and students' mobile phones.

T24 In the large majority of segments observed, feedback was integral to the learning process. There were excellent examples of correction, praise and monitoring of students. Correction was always relevant and was delivered with sensitivity.

T25 Lessons and activities were planned to ensure that students were required to demonstrate progress and knowledge before progressing to the next stage of the lesson. There was routine repetition and reuse of language in different contexts to monitor and consolidate learning.

T26 Teachers clearly knew their students very well, and planned personalised lessons which were motivating and interesting to students. There was a very positive learning atmosphere where student voice was valued and promoted.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 There is a comprehensive plan to respond to emergencies and this is known to all staff and students as necessary. Staff confirm in writing that they have read the plan and understand its content. The plan forms part of ongoing training in protecting student and staff well-being.

W2 The school places great emphasis on pastoral care. Regular contact with and feedback from students ensures that all welfare issues are managed promptly. Board displays and the student welcome orientation highlight which members of staff students can contact if necessary.

W3 Policies are clear and accessible, and the content is communicated to students and staff via a number of different media to heighten awareness and improve understanding.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 The accommodation inspected was of a very good standard and students were all positive about their homestay experience.

W9 There was insufficient evidence to indicate that homestay hosts carry out systematic fire risk assessments and provide the school with records to indicate that these have taken place.

W11 Regular feedback from students ensures that any problems with their accommodation are dealt with quickly and effectively.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in the above area are fully met.

Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
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W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
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Comments

All the criteria in the above section are fully met.

Leisure opportunities**Area of strength**

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
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W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
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W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
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W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
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Comments

W19 Students are provided with considerable leisure time and cultural information to enhance their experience of studying in the UK. This is supported by a number of attractive and informative displays on the school's premises.

W21 The leisure programme is very well organised by staff with excellent experience and appropriate expertise.

This ensures that students really benefit in many ways from their time at the school.

W22 Risk assessments are actively used to train all staff working on leisure activities on and off site. Staff confirm they have read and understood their content with a dated signature. On coach excursions accompanying staff are trained first aiders.

Safeguarding under 18s**Safeguarding under 18s****Area of strength**

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.	Strength
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S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
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S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
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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
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S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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S7 There are suitable arrangements for the accommodation of students.	Met
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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
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Comments

At the time of the inspection there were no students under 18 studying on the General English programme. Neither were there any mini-stay courses running, although these had taken place earlier in the year. Even though such groups can be quite large, they are always accompanied by group leaders whose roles and responsibilities are clearly specified.

S1 The safeguarding policy is comprehensive, very well-thought through and reviewed annually. Safeguarding of all students is identified as being a central part of the school's mission.

S2 All adults in contact with under 18s must confirm they have read the policy and regular training takes place on an ongoing basis. Refresher training sessions take place each year. As well as being a contractual requirement, this ensures that safeguarding remains at the forefront of all the teaching and services provided by the school.

S6 All activities and excursions are thoroughly risk-assessed with clear evidence that staff and group leaders are actively trained before events take place. Supervision and safety of students outside the scheduled programme is extremely well directed and managed.

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 Sampling identified the following issue: The school's use of photocopies of coursebooks and workbooks is in breach of copyright law; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2019
Subsequent checks/visits (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	Europa School of English Junior Programmes - Summer
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2004
Ownership	Name of company: FG Languages Ltd Company number: 13468369
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	Freemasons Hall is used for overspill classrooms where necessary. Four classrooms maximum.

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	April
Full-time ELT (15+ hours per week) 18 years and over	8	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	118

Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	8	138
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–25	16–25
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	16	16
Junior programmes: typical length of stay	1 week	1 week
Junior programmes: predominant nationalities	Italian	Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	10
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

Comments

There is an academic management team comprising the TEFLQ DoS, who works part time remotely most of the year, and the full-time ADoS who is TEFLI (PGCE English) and additionally has an online TEFL qualification which does not fully meet Scheme requirements.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	2
A TEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2

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	4	0
Private home	0	0
Home tuition	0	0
Residential	0	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	4	
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
Overall total adults + under 18s	8	8

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W9 have been addressed. The required evidence was subsequently provided.