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| Organisation name | Suzanne Sparrow Plymouth Language School |
| Inspection date | 25–26 July 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. | Not met |

| Recommendation |
|---|
| We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met and there were weaknesses in P1, W1 and W6. The period of review to be ended by a spot check in the next three months to demonstrate that weaknesses in these areas have been addressed. |

| Summary statement |
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| The summary statement has been withdrawn and should not be used. |

Introduction

Suzanne Sparrow Plymouth Language School was founded in 1978. Since the last full inspection and following the global pandemic, staff numbers have been significantly reduced. Three key members of the management team were retained and in recent times two former members of the administration team have been re-employed. A small number of teachers have also returned to the school on revised contracts.

The inspection took place over two days. Meetings were held with the principal, the director of studies, the finance manager, one of the student support officers with responsibility for accommodation, and an activity leader. Focus group meetings were held with students on both the adult and junior courses, and the teachers. All teachers teaching in the week of the inspection were observed. One inspector held virtual visits with three homestay hosts. An additional site at University of Plymouth, where two classrooms were being used for a closed group of students, was also visited.

Address of main site/head office

72 North Road East, Plymouth PL4 6AL

Description of sites visited/observed

The school occupies a four-storey period building close to the railway station and city centre. The ground floor comprises reception/main office, teachers' preparation room, and a kitchen. There are two classrooms on the lower ground floor and the director of studies' office; one classroom on the first floor and a lounge for adult students; two classrooms on the second floor; and a further two classrooms on the third attic floor.

The school also hires classrooms in university premises about a five-minute walk from the school (University of Plymouth, Rolle Building, Drake Circus, Plymouth PL4 8AA) during busy periods. The school uses classrooms on the second floor which are accessed by a main stairwell or lift; toilets are located on each floor. There is ample space for students to relax during break periods and they have access to a cafe serving a selection of food and drinks throughout the day.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" 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 courses (15–23 hours) year round for students aged 16+, closed-group courses, and one-to-one teaching. In summer, an open-access summer activity course is offered for students aged 12–17 years.

Management profile

The management team consists of the principal, the DoS, and the part-time finance officer. The owner, who founded the school, continues to have oversight of the school.

Accommodation profile

The provider only offers homestay accommodation on a full-board basis. Students of all ages receive breakfast, a packed lunch to be eaten at school and dinner. The majority of the 40 active hosts are either walking distance or a short bus journey from the school. If the latter, students are supplied with a bus pass. One inspector visited 'remotely' three hosts.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The provision operates in accordance with the providers' stated goals and values, although some weaknesses were noted in staff management and publicity. There is a need for improvement in *Staff management* and *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a generally comfortable environment for work and relaxation, although premises risk assessments are inadequate and there is a lack of appropriate relaxation space for junior students. 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 where needed.

Teaching and learning

Overall, the provision meets the section standard. The academic staff team has a professional profile appropriate to the context, although the recruitment and support policy is not sufficiently well devised and/or implemented in line with the stated course objectives and the student profile, and there is a lack of continuing professional development opportunities available to teachers. Course design documents are not systematically reviewed and learning outcomes are not made available to students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with appropriate pastoral care, but some risks associated with the premises have not been adequately assessed and the provision of first aid trained staff is inadequate. The school offers a good range of comfortable, friendly and conveniently located accommodation, which is very well managed. The leisure programme is designed to meet the needs of the students.

Safeguarding under 18s

The provision does not meet the section standard. There is inadequate provision for the safeguarding of students under the age of 18 within the school and outside the scheduled programme as risks are not adequately assessed. While there is a comprehensive safeguarding policy and appropriate training for staff and hosts, the training for those with designated safeguarding responsibilities is out of date. There is a need for improvement in *Safeguarding under 18s*.

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. | Not met |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part. | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Not met |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Met |

Comments

M3 While the structure of the organisation is clear, staffing levels are not always sufficient to ensure the effective delivery of the provision and continuity at all times.

M5 Student feedback is gathered informally during the first week of a course and via end-of-course questionnaires. However, feedback is not currently collated, reviewed or recorded.

| Staff management and development | Need for improvement |
|--|-----------------------------|
| 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. | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Met |
| M11 There are effective induction procedures for all staff. | Not 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. | Not met |

Comments

M9 Job descriptions are in place for all staff but do not reflect the full range of responsibilities currently expected of the post holders. Safeguarding duties are not made sufficiently clear for key roles and there is no evidence of review dates.

M11 Induction procedures had not been followed or recorded for newly recruited and returning staff.

M13 Some CPD has taken place recently, but more careful planning is required to ensure updates to essential training are completed in time.

| Student administration | Need for improvement |
|--|-----------------------------|
| 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. | Met |
| 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. | Met |
| M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Not 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. | Not 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 All staff were seen to be helpful and courteous, in line with the goals and values of the organisation. This was confirmed by the comments of students in the focus group meetings. The administration team is experienced and very professional. Good cover for administrative roles is available.

M17 Records of local contact details for students and their designated emergency contacts are not accessible in the event of an emergency outside normal working hours. This was attended to during the inspection and is no longer a point to be addressed.

M19 Conditions under which a student may be asked to leave the course are not made clear.

| Publicity | Need for improvement |
|--|-----------------------------|
| 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. | Not met |
| M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M23 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M24 Publicity includes clear, accurate and easy-to-find information on costs. | Met |

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| 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. | Not met |

Comments

The website is the main source of publicity for the school. They also have a social media presence and a small brochure is available for walk-in enquiries or on request.

M21 Information on the extent and availability of the leisure programme is misleading.

M23 There is inconsistency of information about the maximum class size on the website.

M28 The Accreditation Scheme marque and the English UK logo are incorrect on the brochure and the homepage of the website. The latter was amended during the inspection.

Premises and resources

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|---|---------|
| 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. | Met |
| P3 Classrooms and other learning areas provide a suitable study environment. | Met |
| P4 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Not met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information. | Met |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. | Met |

Comments

P1 Risk assessments are not in place for the university premises used in peak periods, and insufficient in scope for the school premises, particularly in relation to under 18s. There are no records of fire drills in the last year.

P4 Students on adult courses have suitable facilities for relaxation and the consumption of food. Facilities for junior students are not appropriate in this area, particularly during bad weather.

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| 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. | Met |
| P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

All criteria in this area are fully met.

Teaching and learning

| | |
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| 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

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 sufficiently well devised and implemented for the current academic team in line with the stated course objectives and the student profile but would need further development to meet the needs of any new teachers.

| 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. | Met |
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. | Met |
| 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. | Not met |

Comments

T10 Appropriate procedures to ensure the continuing professional development of teachers are not in place.

| Course design and implementation | Need for improvement |
|--|----------------------|
| 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. | Not 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. | Not met |
| T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class. | Not met |

Comments

T11 Course design documents do not include study and learning strategies.

T13 Course design is not systematically reviewed in light of feedback from teachers and students.

T14 Written course outlines and intended learning outcomes are not made available to students.

| Learner management | Met |
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| 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. | Met |
| 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

All criteria in this section are fully met.

Classroom observation record

| | |
|--------------------------------|-----|
| Number of teachers seen | 5 |
| Number of observations | 5 |
| Parts of programme(s) observed | All |

Comments

All teachers scheduled to teach during the inspection period were observed by one or other of the inspectors.

| Teaching: classroom observation | Met |
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| 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. | Not met |
| T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities. | Not met |
| 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. | Strength |
| 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 generally demonstrated a good understanding of the workings of the English language and in stronger segments clear models of the target language were provided. Explanations of new language were clear on the whole.

T20 It was not always clear how students' needs and backgrounds had been considered when planning lessons.

T21 Outcomes and objectives were not made known to students in the majority of lessons, although lessons were logically planned and followed an appropriate sequence of activities.

T22 A wide range of teaching techniques was demonstrated including pre-teaching of lexis, a variety of concept checking techniques, matching exercises, and nomination.

T23 Educational technology, when observed, was used confidently and competently. Whiteboards were mostly well organised and included visual prompts. However, handouts were not always referenced, and in a minority of lessons insufficient attention was paid to students' seating arrangements and groupings.

T24 Feedback and error correction was handled sensitively, and appropriate praise was consistently offered in response to students' performance. Good attention was paid to errors of pronunciation and form.

T25 Lessons included appropriate staging and planned activities to check that learning was taking place.

T26 There was a positive atmosphere in all lessons. There were good opportunities for students to exchange ideas and extend their language through the personalisation of tasks. Teachers were encouraging, calm and reassuring and had a developed a very good rapport with their students.

Welfare and student services

| Care of students | Met |
|--|---------|
| 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. | Not met |
| 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. | Met |
| 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. | Met |
| 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 |

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|---|----------|
| W6 Students have access to adequate health care provision. | Not met |
| Comments | |
| W1 The critical incident plan lacks sufficient detail on how to respond to a range of emergencies and amounts to a general statement of approach. One of the key first responders does not have 24/7 access to the school's central register of contact details. | |
| W6 While there is accessible and appropriate information on health care provision, only one member of staff, not always present, is first-aid trained. | |
| 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. | Strength |
| 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. | Met |
| 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. | Strength |
| Comments | |
| W7 The accommodation seen was spacious, clean and comfortable and within easy walking distance of the school. Hosts are experienced and engage well with their students. All students in the focus groups commented on their positive experiences in their homestays. | |
| W9 The student services team take a thorough and proactive approach to maintaining an accurate, useful record of the school's homestay provision. | |
| W13 Homestay hosts respond to student's dietary preferences as well as requirements. Student feedback on the quality of the meals was consistently very positive. | |
| <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 criteria in this section are fully met. | |
| <i>Accommodation: other</i> | |
| W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |
| Comments | |
| All relevant criteria in this section are fully met. | |
| Leisure opportunities | Met |
| 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. | Not met |
| W20 The content of any leisure programme is appropriate to the age and interests of the students. | Met |
| W21 Any leisure programmes are well organised and sufficiently resourced. | Met |
| W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |

| | |
|--|-----|
| W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training. | Met |
| Comments | |
| W19 Unless requested the school offers no information on events of possible interest to students in either the local area or nationally. | |

Safeguarding under 18s

| Safeguarding under 18s | Need for improvement |
|---|----------------------|
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Not met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | Not met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Not met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Not met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

Comments

At the time of the inspection there were four students aged 14–15 on a junior programme and two students aged 16–17 on the adult programme. This is the provider's peak period. The provider also accepts closed groups of students aged 12–17.

S1 The safeguarding policy is comprehensive in the information it contains and guidance it gives, but it is confusingly written in places.

S2 The members of staff named as DSL and DDSL have out-of-date training certificates.

S4 While teacher files were complete, not all newly recruited and returning administrative staff had two references, nor had questions been asked about their suitability to work with under 18s.

S5 Although the provider has somewhat mitigated the risks of students aged 12–15 sharing a building with adults, there are no risk assessments in place covering safety and supervision.

S6 The routes 12–17-year-old students take from their accommodation to the school have not been risk assessed.

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 | 1984 |
| 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 | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1978 |
| Ownership | Name of company: Suzanne Sparrow (Plymouth) Language School Ltd Company number: 01383334 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|---|--|
| Details of any additional sites in use at the time of the inspection but not visited/observed | University of Plymouth – 2 rooms x 4 hours per day |
| Details of any additional sites not in use at the time of the inspection | N/a |

Student profile

| | At inspection | Estimate at peak |
|--|-----------------------|-----------------------|
| ELT/ESOL students (eligible courses) | At inspection | July |
| Full-time ELT (15+ hours per week) 18 years and over | 16 | 11 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 2 | 4 |
| Full-time ELT (15+ hours per week) aged under 16 | 4 | 48 |
| 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 | 22 | 63 |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–25 | 16–25 |
| Adult programmes: typical length of stay | 2 weeks | 2 weeks |
| Adult programmes: predominant nationalities | French, Saudi Arabian | French, Saudi Arabian |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: typical length of stay | 2 weeks | 2 weeks |
| Junior programmes: predominant nationalities | French, Spanish | French, Spanish |

Staff profile

| | At inspection | Estimate at peak |
|--|---------------|------------------|
| Total number of teachers on eligible ELT courses | 5 | 6 |
| Number teaching ELT 20 hours and over a week | 4 | |
| Number teaching ELT under 20 hours a week | 1 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 4 | |
| Total number of support staff | 2 (leaders) | |

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 | 0 |
| Total | 1 |

Comments

The DoS was not scheduled to teach during the inspection period.

Teacher qualifications profile

| Profile in week of inspection | |
|---|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification/profile | 0 |
| TEFLI qualification | 5 |
| ATEFL 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 | 5 |

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 | 13 | 3 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 0 | 0 |
| Hotel/guesthouse | 1 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 2 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | 3 |
| Staying in privately rented rooms/flats | 0 | 0 |
| Overall totals adults/under 18s | 16 | 6 |
| Overall total adults + under 18s | 22 | |

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W1, W6 and Safeguarding under 18s have been addressed. The required evidence was subsequently submitted.