

Organisation name	Ingla School of English, London
Inspection date	1–2 October 2025

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

Recommendation
We recommend continued accreditation.

Summary statement
The British Council inspected and accredited Ingla School of English in October 2025. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).

This private language school offers courses in general English for adults (18+).

Strengths were noted in the areas of student administration, learner management and leisure opportunities.

The inspection report stated that the organisation met the standards of the Scheme.

Introduction
Ingla School of English was first accredited in 2012 under its original name, English and Skills Training London (ESTL). This remains the company's registered name, but the school was rebranded as Ingla School of English in July 2016. The current principal is now the sole owner. The school continues to provide courses mainly for the local community, although a small number do enrol on student visitor visas. The school offers flexible course options and students can enrol for two, three, four or five days a week on morning, afternoon or part-time evening classes. No accommodation is offered, and most students live locally. Students under the age of 18 are not accepted.

Address of main site/head office
1 Wellington Terrace, Turnpike Lane, London N8 0PX

### Description of sites visited/observed

The school occupies the first and second floors of a terraced building and is reached via its own entrance on the ground floor. From the entrance, a flight of stairs leads to the first floor where there is a reception area, two classrooms, a staff kitchenette and two toilets. A further two classrooms can be found on the second floor. One of the classrooms on the first floor also serves as the teachers' room and most of the teaching resources are stored here. There are a number of lockers for staff in this room and more on a small landing between the first and second floors. The school is just around the corner from a busy high street with many cafés and shops. There is a small park directly across the road from the school. Turnpike Lane underground station on the Piccadilly line is right outside the school.

The inspection took place over one and a half days, with two inspectors. Meetings were held with the principal, the academic manager (AM), and the head of administration/assistant director of studies (ADoS). Meetings were also conducted with a group of teachers and another with a group of students. All teachers scheduled to teach during the inspection period were observed, including the AM and ADoS.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/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 year-round general English courses for adult students as well as examination preparation and Business English subject to demand.

### Management profile

The principal, who is TEFLQ, has overall responsibility for the management of the school. He is supported by the AM who has been in post since 2016. In July 2025, a new post of head of administration/assistant director of studies was introduced to provide support to both the principal and the AM. The head of marketing and another member of staff responsible for admin and sales work remotely, reporting directly to the principal. One of the long-term teachers has additional responsibility as the company secretary.

### Accommodation profile

No accommodation is offered.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Student administration is handled very efficiently. *Student administration* is an area of strength.

#### Premises and resources

The provision meets the section standard. 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.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile 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 met the requirements of the Scheme. *Learner management* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with appropriate pastoral care. The leisure programme is very well planned and resourced to meet the needs of the students. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
All criteria in this area are fully met.	

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.	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	
M11 There are insufficient induction procedures in place for non-academic staff.	
M13 There are no records of previous training for the administration team and a CPD plan is not currently in place.	

Student administration	Area of strength
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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.	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.	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.	Strength

#### Comments

M14 All staff were seen to be extremely helpful and courteous, and this was confirmed by students at the focus group and feedback questionnaires. Staff are able to retrieve specific information on students quickly and efficiently.  
M15 Comprehensive pre-course information is provided to prospective students, and very good guidance and advice is offered to locally enrolled students, in particular. Staff dealing with enrolments speak several languages.  
M20 Complaints procedures are widely available and written in clear and accessible language. Records of complaints were well organised and included actions taken leading to a final resolution.

<b>Publicity</b>	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.	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.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	N/a
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium for publicity is the website. The school also has a small social media presence.

M27 On the website, teachers were described as 'highly qualified', when this is not the case. This was addressed during the inspection and is no longer a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	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

All criteria in this area are fully met.

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

All relevant criteria in this area are fully met.

## 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	

The academic staff team has a professional profile (qualifications and experience) that is largely 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.	Met
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.	Strength
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
T7 A comprehensive induction process is in place for all new teachers, including opportunities to observe classes and a detailed checklist of areas covered. Teachers at the focus group commented that they felt very well prepared for their teaching role.
T8 New or less experienced teachers are buddied with a more experienced member of the teaching team and regular peer observations are arranged. Teachers at the focus group meeting commented that they felt very well supported by the AM and the wider admin team.

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.	Not met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	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.	Met

Comments
T12 Insufficient guidance is provided for teachers on how to include strategies for students to practice language skills outside the classroom which help them make the most of their stay in the UK.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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
T15 There are very effective placement procedures in place managed by an experienced and knowledgeable team. Tests cover all skills, including speaking, and are closely linked to the CEFR. Class composition was seen to be homogenous, and this was confirmed by students in the focus group.
T16 Student progress is carefully monitored via individual student learning logs which track test results, teacher comments and homework assignments.
T17 Tutorials take place every term where students are encouraged to identify their individual learning goals and objectives, and teachers provide helpful support and guidance. There are robust procedures in place for students wishing to change their class or course.

### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Morning and evening lessons

Comments
These numbers include the AM and ADoS, both of whom were scheduled to teach 15 hours during the week of the inspection.

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.	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.	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.	Met
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.	Met
<b>Comments</b>	
<p>T19 Most teachers provided clear models and explanations of language appropriate to the students' level. Emergent language was checked and there was good attention to aspects of pronunciation, including the marking of stress in stronger segments.</p> <p>T20 Planned activities reflected the age, background and preferences of the students on the whole, and lesson plans were based on the course objectives and schemes of work.</p> <p>T21 In stronger segments learning outcomes were explicitly shared with students and given further explanation. However, in a minority of cases outcomes were expressed in language that was not accessible to the level of the learners.</p> <p>T22 Most teachers demonstrated a confident use of a range of techniques including elicitation and nomination. In stronger segments concept and instruction-checking questions were used consistently.</p> <p>T23 Whiteboards were clearly presented with a purposeful use of colour in all lessons. In stronger segments the coursebook was brought to life and materials were personalised to ensure maximum interest.</p> <p>T24 Most teachers demonstrated an appropriate range of feedback techniques, including on-the-spot, delayed, peer and self-correction. Positive feedback was also provided.</p> <p>T25 All lesson plans included short assessment activities and provided opportunities for students to demonstrate their ability to use recently learned language. In stronger segments reference was made to language covered in previous lessons.</p> <p>T26 A positive and inclusive learning atmosphere was achieved in the majority of lessons. Teachers had developed a good rapport with their learners and lessons had good pace and a variety of activities. Classes were mostly student centred, and students were clearly engaged.</p>	

## Welfare and student services

<b>Care of students</b>	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.	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
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Accommodation</b> (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a

W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

#### Comments

No accommodation is offered.

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

#### Comments

No accommodation is offered.

<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

The relevant criterion in this area is 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
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.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W19 Excellent information about local events is made available to students through the website, student guide and a display in the school building. In addition, staff are available to advise students about how to access local activities.

W21 The leisure programme is very well prepared. Staff and students are briefed and provided with useful maps and itineraries. Students receive excellent advance information about excursions including tips on how they can improve their English during the activity.

W22 Risk assessments are drawn up in relation to specific activities and are reviewed and updated after each trip. Relevant parts of the critical incident plan are effectively integrated into risk management. There is a trained first aider on all excursions.

#### 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	2012
Last full inspection	2021
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	2010
Ownership	Name of company: English and Skills Training London Ltd Company number: 7343266
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	No additional premises in use
Details of any additional sites not in use at the time of the inspection	No additional premises used

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	11	30
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	21	50
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>32</b>	<b>80</b>
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	25–40	25–40
Adult programmes: typical length of stay	3–6 months	3–6 months
Adult programmes: predominant nationalities	Turkish, Chinese, Brazilian	Turkish, Brazilian, Chinese
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

#### 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	
The AM and ADoS are normally scheduled to teach 15 hours per week.	

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	4
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*	1
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	10	N/a
Staying in privately rented rooms/flats	22	N/a
Overall totals adults/under 18s	32	N/a
Overall total adults + under 18s	32	