

Organisation name	Queen's English Language School, Kingston upon Thames
Inspection date	5–6 February 2019

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 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 accreditation with a spot check in the first 12 months to take place when an off-site young-learner course is running. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, W2 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Queen's English Language School in February 2019. 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 private language school offers courses in general English for adults (18+) and vacation courses for under 18s.</p> <p>Strengths were noted in the area of student administration.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Queen's English Language School (QELS) opened in August 2000 and moved to its current premises in October 2018. QELS caters almost exclusively for the local market, which consists of au pairs and students who work locally. All students at the main school are 18 years of age or over, and most study part time for approximately nine months. In the summer students stay on average one or two weeks. Accommodation and a leisure programme are not offered at any time of the year. Open enrolment parent and child courses (where the parent follows a course in the main school and the child is taught off site) are available in the summer. In summer 2018 QELS also provided tuition only for a young-learner course at the local Quaker Centre.

This inspection took place over one and a half days. The inspectors had meetings with the school principal, the director of studies (DoS) and school administrator. Focus group meetings were held with students and teachers, and all teachers scheduled to teach at the time of the inspection were observed.

Address of main site/head office

5–7 Kingston Hill, Kingston upon Thames KT2 7PW

Description of sites visited

The school is located on the second floor of commercial premises in the Norbiton area of Kingston. It consists of two classrooms, a study room, a reception/office, a kitchenette and toilets. The first floor is shared with two other companies that lease two rooms. The school moved from other premises in Kingston to the current site in October 2018.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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"/>
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 runs a flexible general English programme for the local market. At the time of the inspection students were studying either four or six hours a week; for the week following the inspection there were two additional bookings for fifteen hours a week.

Class times and days depend on the students' level, and some classes have an examination focus. At the time of the inspection there were two general English classes and two exam classes. One student was being taught on a one-to-one basis before her group class.

Accommodation profile

N/a. The school does not provide accommodation for students.

Summary of inspection findings

Management

The provision meets the section standard. The school is well managed overall but strategic management needs further attention. Staff management is appropriate but there are gaps in some aspects of the staff recruitment process. Student administration and customer care are good overall but the complaints procedure needs revision. Publicity is generally weak and several areas needing attention were identified. *Student administration* is an area of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises have limitations in terms of space but are adequate for the context, and provide a professional working environment for students and staff. Learning resources are limited for teachers but sufficient for the needs of students.

Teaching and learning

The provision meets the section standard. The academic staff profile for teachers is satisfactory and the academic manager's profile is good. Academic management is effective. Courses are designed to meet the needs and interests of the students and learner management is effective. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Overall the needs of the students for security, pastoral care and information are met. Ways need to be developed of responding to a security incident in the neighbourhood or on the premises. Out-of-class activities and accommodation are not provided by the school.

Safeguarding under 18s

The provision meets the section standard. Overall there is appropriate provision for the safeguarding of students under the age of 18 within the organisation, but recruitment procedures for staff working with under 18s are not fully in line with Scheme requirements. Leisure activities and accommodation are not provided by the school.

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.	Not 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

M2 The school lacks a clear written statement of objectives and plans for the future with a time frame.
M3 The management structure is clear and cover arrangements are effective. The principal has a large teaching commitment. However, she is supported by a full-time DoS who has a small teaching commitment and who provides general management cover; in the absence of the DoS, the principal provides academic management cover.
M5 Student feedback is sought at the beginning, middle and end of a student's course but the same questionnaire is used for each and there is no indication of the function of the questionnaire at the different stages.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, 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 of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Report expires 31 March 2024

M8 Staff feel valued and well supported. Instances were noted of family-friendly policies and the school's efforts to create a happy and rewarding work environment for its staff.

M10 Not all recently recruited staff had two references on file.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 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
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 There was evidence that the level of customer service provided to individual students was of a high standard.

M15 A personal individual service is provided for students throughout their stay.

M16 There were many examples of flexible, student-friendly procedures during the enrolment and payment process, including giving refunds when necessary.

M21 There is a written complaints procedure that is handed out to students on enrolment but the presentation and the language used are not very student friendly.

Publicity	Need for improvement
M22 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
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

Publicity consists of a website, a brochure which can be downloaded from the website, and a social media presence.

M22 Publicity is confusing in that it suggests that young learner courses are offered on site. Photos of students are stock photos and there is only a single unclear photo of the school in the brochure to indicate its size or facilities. There are exaggerated claims about 'the latest technology' and several other inaccuracies were noted, including the statement that the school is close to the centre of London. Several improvements to the website were made shortly after the inspection but this criterion remains a point to be addressed in the publicity as a whole.

M23 Much of the publicity is written in inaccessible English and some language mistakes were noted. The text was greatly improved shortly after the inspection but it remains a point to be addressed, particularly in the terms and conditions.

M24 Many of the elements required by this criterion are missing, and statements about maximum class size are contradictory.

M25 Prices are only given in euros. Prices were made available in sterling shortly after the inspection and this is no longer a point to be addressed.

M26 There is no information about the level of care given to students under 18 when tuition is offered off site. Changes have been made to the website and this is no longer a point to be addressed.

M27 The website suggests that accommodation can be arranged for family courses but details are not given. Changes have been made to the website and this is no longer a point to be addressed.
M28 Publicity states that teachers are also trained primary and secondary teachers, which is not currently the case. This statement has been removed from the website and this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 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
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises have restrictions in terms of space but, given the nature of the business, staff and students need little more than the use of a classroom. Good use has been made of the available areas, and decor is appropriate.
P3 There is no requirement for relaxation areas or the consumption of food, and students leave after class. Classrooms are empty before class and can be used as a waiting area. There is a kitchen with free tea and coffee available.
P6 The school does not have a staffroom. Teachers can use classrooms or the meeting rooms when classes finish.

Learning resources	Met
P7 There are sufficient learning resources 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.	Not 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.	N/a
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 There are insufficient resources in the area of teacher development.
P9 Teachers bring their own laptop if needed.
P10 There is a small study room with a few resources that students can use on site or can sign out, but nothing developed enough to qualify as a self-access centre.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments	
T4 The DoS is TEFLQ, has a strong academic profile, has had nine years appropriate management experience in the UK and overseas, and works as an ELT examiner.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T8 The approach to continuous enrolment is thoughtful and well considered, and good support is provided for both new students and students who remain.	
T10 Arrangements for the observation and monitoring of teachers are very good. Effective formal observations take place once a quarter, and evidence was seen of occasional buzz observations and focused peer observations with cover provided by the DoS. Follow up is linked to continuing professional development (CPD) sessions.	
Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
T11 The principles of course design for the school are clear and matched to materials. However, more guidance needs to be given to teachers on how to integrate the Common European Framework of Reference for Languages (CEFR) syllabus effectively to the coursebook.	
T13 Written course outlines are available to students but there was no evidence that they were referred to actively.	
Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Placement procedures are effective and assessment covers all relevant areas. Starting levels are reliably linked to the CEFR.
 T18 Student progress is well tracked through tests and tutorials but records showed weaknesses in target setting.
 T19 Provision for individual learning support is very good and includes one-to-one tuition at group prices when necessary.

Classroom observation record

Number of teachers seen	3
Number of observations	5
Parts of programme(s) observed	A one-to-one class, and three group general English classes.

Comments

Two teachers were observed twice; one teacher who taught an evening class was observed once.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers' knowledge of grammatical systems was good and help was given with pronunciation when modelling. However, some word definitions were misleading and too little contextual information was provided.
 T25 Teachers made their aims known to students but learning outcomes were not always clear or realistic.
 T26 Teachers made use of a range of mainly appropriate techniques. In the best lesson segments observed there was good elicitation and some techniques for dealing with unknown vocabulary were employed. However, instruction giving was generally weak and in some cases activities were rushed and too little practice was given.
 T27 In the best segments the classroom was well laid out to maximise interaction and the coursebook was used effectively. In weaker segments coursebook exercises were underexploited and whiteboard presentation was messy.
 T28 In the best segments encouraging feedback was given but there were many missed opportunities for appropriate on-the-spot correction.
 T30 In the best lessons classroom interactions were relaxed and purposeful, activities were personalised and the teacher was supportive.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers showed a sound knowledge of grammar and provided appropriate models. However, weaknesses were noted in the awareness of vocabulary. Lesson plans were mostly clear and coherent, and the best were aligned with student needs, although clearer identification of realistic learning outcomes is needed. In some lessons techniques were good and teaching materials were exploited well. Some supportive feedback was given but there were many missed opportunities for correction. In the best lessons activities were personalised and engaging.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures	Met

appropriate to their age and background, and the location.	
W2 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
W3 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
W4 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
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 A full fire and risk assessment for the premises is in place. A few areas relating to possible fire risks in the structural design of the building had not been completed, but evidence was seen that information was being sought. Fire drills are organised and logged by the landlord for the whole building twice a year, but no separate log is maintained by the school.

W2 No evidence was provided to show that the school had considered, documented, and shared ways of responding to a security incident in the neighbourhood or on the premises.

W3 The attention paid to the pastoral care of individual students is a strong feature of the school's provision. The principal takes a personal interest in every student and makes herself available to deal with any issues students may have in this area. There was powerful testimony in the student focus group meeting about the value and effectiveness of this support.

W6 Students enrolling in the school are already resident in the UK, or have made their own arrangements for travel and accommodation.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 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
W15 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 provided by or through the school.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. N/a

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. N/a

Comments

None.

Leisure opportunities

Met

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. Met

W24 The content of any leisure programme is appropriate to the age and interests of the students. N/a

W25 Any leisure programmes are well organised and sufficiently resourced. N/a

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. N/a

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. N/a

Comments

There is no organised leisure programme for students.

W23 This criterion is met overall, but more resources are needed to provide students with information about local social, cultural and sporting events and activities.

Safeguarding under 18s

Safeguarding under 18s

Met

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. 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. Met

S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. N/a

S7 There are suitable arrangements for the accommodation of students. N/a

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

In the main school only students aged 18+ are taught. Provision for under 18s takes place in separate premises and is of two kinds: open enrolment parent and child courses (where the parent follows a course in the main school); closed group courses (where the school is contracted to provide tuition only to visiting groups). The parent and child courses run only in the summer months; closed-group courses may run at any time.

S4 Normally the school principal is the only member of staff who teaches the under 18s, and all teaching takes place in separate premises. However, on occasions closed group courses require more than one teacher and the teachers recruited to work on these had only provided one reference, which had not asked specifically about the applicant's suitability to work with under 18s.

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: more attention needs to be given to the school's responsibilities in relation to the General Data Protection Regulation (GDPR). The school should seek further advice from the relevant regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Online tuition
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	August 2000
Ownership	Surrey Educational Services Ltd Company number: 8389867
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	The Quaker Centre, Kingston. Rooms are booked when needed during June-August for teaching under 18s.

Student profile

Student profile	At inspection	In peak week: June (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	12
Full-time ELT (15+ hours per week) aged 16–17 years	0	8
Full-time ELT (15+ hours per week) aged under 16	0	8
Part-time ELT aged 18 years and over	23	10
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	23	38
Junior programmes: advertised minimum age	N/a	N/a

Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	Spanish, Italian, German, French, Polish	Spanish, Italian
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	19–45	19–45
Adult programmes: typical length of stay	9 months +	2 weeks
Adult programmes: predominant nationalities	Spanish, Italian, German, Polish, Turkish, French	Spanish, Italian, German, French, Polish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

Comments

The school principal, who is TEFLI and has QTS, has not been included in the staff profile or the academic manager qualifications profile. However, during the week of the inspection she was scheduled to teach 20 hours and the DoS was scheduled to teach two hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student	0	N/a

houses		
<i>Arranged by student/family/guardian</i>		
Staying with own family	22	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	23	0
Overall total adults + under 18s	23	