Inspection report

Organisation name	Queen's English Language School, Kingston upon Thames
Inspection date	26–27 March 2025

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.	N/a

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Queen's English Language School in March 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 www.britishcouncil.org/education/accreditation for details).

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

The inspection report noted a need for improvement in the areas of staff management and academic staff profile.

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

Introduction

Queen's English Language School was established in August 2000 and primarily serves the local market. The school has experienced a decrease in student numbers in recent years, leading to a relocation to rented classrooms at the Kingston Quaker Centre. The student demographic traditionally comprises individuals aged 18 and over, with the majority studying part time for approximately nine months. Summer enrolments typically see students staying for one to two weeks. Accommodation and leisure programmes are not offered at any time of the year, and open enrolment of parent and child courses, previously available in the summer, is no longer provided.

Since the last inspection, the school has had two part-time directors of studies for a short period since reopening after the pandemic. The teaching staff was also reduced. Since 2024, student numbers have forced the principal to remove all other members of staff.

In September 2024, a slight increase in student numbers required the help of an agency teacher to teach alongside the principal and in November/December 2024 a further freelance teacher joined the school for five weeks. However, since January 2025, course delivery has reduced, and the principal is the only teacher again.

This inspection took place over one and a half days. The inspectors held a series of meetings with the school principal. A focus group meeting was held with students, and the principal, who was the only teacher scheduled to work during the week of the inspection, was observed by each inspector.

Address of main site/head office

Quaker Centre Fairfield East, Kingston Upon Thames KT1 2PT

Description of sites visited/observed

The school is located inside the Quaker Centre in Kingston Upon Thames. The school rents one room permanently and the bookings are on a rolling monthly contract. The Centre has been used since 2014 for summer programmes when needed. It offers disabled access and toilet facilities. Students can use the common area. The school also has access to a kitchen for refreshments or when it needs to celebrate a national holiday, or a student farewell party.

In addition, the school has an office a short distance from the Quaker Centre. The office is for the sole use of the principal, who carries out her administrative duties from there. Appointments with prospective students or their relatives, student tutorials and meetings are held at the Quaker Centre only.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The school runs a general English programme almost entirely for the local market. At the time of the inspection students were studying either four, six or 12 hours a week. Class times and days depend on the students' level. Some classes have an examination focus. At the time of the inspection there was one general English class for four hours per week and one exam class for four hours per week. In addition, extra skills-based lessons are offered.

In July and August, the school runs only general English courses, for 15 hours per week, from two to four weeks in duration. All courses are for students aged 18+.

Management profile

The owner/principal is currently the only member of staff at the school. She covers all roles within the school and teaches any students who enrol. The principal has recently engaged a consultant to support her with academic management; however, at the time of the inspection this arrangement had not been formalised.

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. Student administration is carried out efficiently and effectively. There is a need for improvement in *Staff management.*

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation, although some fire safety measures are not in place. 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 students and staff where needed.

Teaching and learning

Overall, the provision meets the section standard. The teaching profile is appropriately experienced and qualified, but the academic manager does not hold appropriate qualifications. Course design and learner management are effective and overall, the courses are managed to provide a positive benefit to students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile.*

Welfare and student services

The provision meets the section standard for the needs of the students for security, pastoral care, and information on leisure activities.

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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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

M1 There is a clear statement of goals and values. These goals and values are highly relevant to the profile of students, and both students and the owner can articulate them clearly in relation to the programme in place.
M3 The structure of the organisation is not documented, there are no formal plans in place for cover and insufficient staff and systems to meet the needs of the organisation in the principal's absence.
M6 There is no evidence of mechanisms in place to collect staff feedback.

Staff management and development	Need for improvement
M8 The provider implements appropriate human resources policies, which are made known to staff.	Not 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.	Not 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.	Met

Comments

Currently the school does not have any employees and there are no plans to employ staff. However, the school has recently engaged with a freelance consultant who advises on academic matters. In addition, the school has occasionally used agency teachers in the past.
M8 There are insufficient human resources policies and systems in place. There are no contracts or handbooks for prospective staff, agency workers or consultants who work with the school.
M9 There are no job or role descriptions in place for the principal, the freelance consultant or agency teachers.
M10 There are no formal procedures for engaging with or recruiting people to work with the school. There is no evidence of pre-appointment checks for the freelance consultant.
M11 Due to the current staffing structure where the only staff member is the freelance consultant, there are currently no induction procedures, however, the freelance consultant would be expected to receive some form of induction to the organisation, and there should be a record of this.
M12 Due to the current staffing structure where the only staff member is the freelance consultant, there is no need for appraisal procedures. However, the principal is observed and receives feedback from the freelance consultant.

Student administration	Met
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.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Customer service levels are very high with quick response rates for enquiries. Students reported that the principal is very helpful, and this is consistently reflected in student feedback forms.

Publicity	Met

M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	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.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's website is its main medium of publicity. It also has a presence on social media platforms.
All the relevant criteria in this area are fully met.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 There is a premises risk assessment in place. Fire safety is managed by the host institution. However, at the time of the inspection, there was no evidence of fire drills or of a fire risk assessment.
P2 The building is fully accessible, spotlessly clean, well decorated and very well maintained.
P3 The classroom is spacious, quiet with very good natural light, providing a very comfortable and suitable study environment.

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 the criteria in this area are fully met.

Teaching and learning

Academic staff profile	Need for improvement
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the school's context. There was no member of the academic management team with the required level of qualifications.

The recruitment and support policy is not sufficiently well devised and/or implemented in line with the stated course objectives and the student profile. While the principal is well qualified and experienced to deliver the classes, the recruitment and support policy does not include appropriate management or support of teaching and learning from someone holding a TEFLQ qualification.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	N/a
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.	Not 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

T4 The teacher's deployment is clearly linked to their experience. Timetabling is flexible and considers students' travel needs and other commitments.
T6 The teacher knows the students very well and ensures that their transition into class is smooth. Where required, students are offered free catch-up classes, as well as initial tutorials to support their integration.
T9 While the teacher has been observed and received feedback from an external consultant, there was no evidence on file to show that the consultant was TEFLQ.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	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

All the criteria in this area are fully met.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

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

Comments

T17 Students receive excellent levels of personalised learning support. There are one-to-one meetings and tutorials for all students, and additional lessons are offered free of charge to students who require additional support.

Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	General English

Comments

The principal is the only teacher and was observed by each inspector.

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.	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.	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.	Strength

Comments

T19 Language used for illustration, explanation and exemplification was appropriate to the students' level and profile. The teacher was responsive to opportunities for providing language input and focus.
T20 The teacher demonstrated an awareness of student backgrounds and how to accommodate them. Attention was paid to cultural differences. The topics and materials chosen were appropriate.
T21 Learning outcomes referred to what students knew or would be able to do and were clearly identified and shared with learners.
T22 The teacher used a range of techniques very effectively with confidence. Techniques included elicitation, nomination, prompting and concept checking. This promoted very high levels of student participation and engagement.
T23 The whiteboard and coursebook were used effectively together to promote and guide students' learning. The teacher managed students and groups well to promote communication and collaboration.
T24 The teacher corrected students and gave useful feedback to support their learning. A range of correction techniques was used with sensitivity.
T25 The teacher provided opportunities for students to demonstrate their ability to use recently learned language. The lesson included a reflection and review stage.
T26 All students were highly engaged. The lesson included a lot of personalisation generating a very positive inclusive atmosphere, building on the diversity of backgrounds in the group.

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.	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.	N/a
W6 Students have access to adequate health care provision.	Met
Comments	
All relevant criteria in this section are fully met.	

Accommodation (W7–W18 as applicable)	N/a
All accommodation	
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.	

Accommodation: homestay only	
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	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a

W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a

Comments

The relevant criterion in this section is fully met.

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	5–6 February 2019
Last full inspection	5–6 February 2019
Subsequent checks/visits (if applicable)	7 August 2024
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	August 2000
Ownership	Name of company: Vittoria Telo Ltd Company number: 11963830
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
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	March
Full-time ELT (15+ hours per week) 18 years and over	1	1
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	9	9
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	**10**	**10**
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	19–45	19–45
Adult programmes: typical length of stay	3–9 months	3–9 months
Adult programmes: predominant nationalities	Spanish	Spanish
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	0	0
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	0
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
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	0
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	1
Comments	

The school principal is the only teacher and has academic management as well as administrative duties. The principal teaches 12–15 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	1
ATEFL registered 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	1
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
Arranged by provider/agency		
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
Arranged by student/family/guardian		
Staying with own family	10	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	10	N/a
Overall total adults + under 18s	10	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed and 12 months to demonstrate that weaknesses in M3, T1 and T3 have been addressed. The required evidence was subsequently submitted.