

Organisation name	Frances King School of English, London
Inspection date	16–17 April 2024

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Frances King School of English, London in April 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), and vacation programmes for families with children aged six to 16.</p> <p>Strengths were noted in the areas of student administration, publicity, premises and facilities, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Frances King is a well-established language school based in Kensington, central west London. In the summer the school uses additional premises in Queens Gate, five minutes' walk from the main school. General English and one-to-one courses are run year round at the main school. Four times per year, family vacation courses for parents and their children (aged six to 16) are also run at the main school.

The inspection took place over two full days. Meetings were held with the owner/chief executive officer, the executive principal, the director of partner relations, the director of studies, the family programme manager, the marketing manager, the head of student engagement, and the activity programme coordinator.

Focus group meetings were held with two groups of students (representing the adult courses and the family programme) and teachers. All teachers scheduled during the inspection period were observed. One of the inspectors visited one residence and had a virtual meeting with two homestay hosts which included a tour of the home.

Address of main site/head office

77 Gloucester Road, London SW7 4SS

Description of sites visited

The main school occupies four storeys of a building directly opposite Gloucester Road underground station. The entrance is between retail outlets. From the ground floor hallway, the floors above can be reached via a staircase or a lift. On the first floor there is a reception desk and student services office, the teachers' room, one classroom, and a student common room with a coffee bar. The second floor comprises seven classrooms and a central area for student relaxation. The third floor is used by the sister company, Quest Professional, from September to June but there are five classrooms and a central area for relaxation available to the school during the summer period. On the fourth floor there are a further three classrooms, three one-to-one or small group rooms, offices for the executive principal, the marketing team and the Quest trainers' room, in addition to a central relaxation area. During the afternoons, two of these classrooms can be used as a prayer room (separate for men and women). Students may use unoccupied classrooms on the second and fourth floors for self study. There are toilets on or between each floor.

(Queen's Gate School, 125–126 Queen's Gate, London SW7) This private day school is a short walk from the main premises and used during the peak summer period. One inspector visited these premises. The number of rooms used is yet to be determined but those seen were of a very good size and well equipped. There are good safety systems in place, staff have a comfortable room for relaxation and preparation and there are ample spaces for students to relax between lessons.

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

Comments

The main school runs year-round courses in general English for adults and young people (16+), and 'private' lessons for one to three students. IELTS preparation courses are offered for fixed periods with four starting dates per year and summer courses for students aged 30+. Additional classrooms at Queens Gate School are used for adult classes during the summer.

Family group courses are offered four times a year to parents and their children aged six to 16 years. Children aged

12 to 16 can also be enrolled individually as day pupils in the summer months.

Courses for closed groups of adults and juniors are offered, although not frequently run. An internship programme which includes a general English course is also offered.

Management profile

The owner of the school is the chief executive officer. He line manages the executive principal and finance manager. The executive principal line manages the academic, student services, partner relations, and marketing team leaders.

Accommodation profile

Students are offered a range of homestay and residential accommodation. Homestay accommodation is offered on a standard, premium, and deluxe basis. Premium is nearer to the school than standard, as is deluxe which also offers private bathrooms. Private homes accommodating more than four students are also available. Residential accommodation is also offered to suit a range of budgets, from private rooms in cluster apartments to studios for individuals as well as families. All residential accommodation is offered by external providers.

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 students, and in accordance with the providers' stated goals, values, and publicity. Student administration is handled very effectively, and publicity materials are accurate, well presented and information is easy to find. *Student administration* and *Publicity* are areas of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard. 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 maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and welfare of students are well managed by a conscientious team. The accommodation offer is varied, of a high standard and very well managed. The leisure programme is full, well resourced and very popular with students. *Care of students*, *Accommodation*, and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Suitable policies and procedures are in place and the safeguarding training of the team as a whole is very good. Supervision of under 18s during scheduled activities is well thought through, and accommodation for under 18s is managed by a knowledgeable team. *Safeguarding under 18s* is an area of strength.

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	Met

realistic plans to achieve them.	
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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 The organisation's organogram includes reporting lines, cover and safeguarding roles. The structure of the organisation is further clarified by photographs of key staff and their responsibilities.

M5 There are comprehensive systems in place to gather student feedback and evidence was noted that it is analysed and used to improve services. Positive student feedback is regularly passed on to relevant staff.

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.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 There are thorough and effective recruitment procedures resulting in a well-qualified and experienced team. All staff files were complete and reflected the requirements of the recruitment policy.

Student administration

	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Student feedback is consistently good in relation to customer service, and this was witnessed by both inspectors during their visit. Staff are able to cover for each other during periods of absence due to effective training and job shadowing.

M15 Pre-course information is clearly presented and thorough, and all enquiries are personalised. Staff can communicate in a range of additional languages and translated information sheets are also made available. Students at the focus group commented that their expectations were fully met on arrival at the school.

M16 There are effective IT systems in place to manage student enrolments and information is easily retrieved. Terms and conditions are clearly expressed and requests for cancellations, refunds and changes to bookings are handled sensitively. Students at the focus group were very positive about all staff and their helpfulness at every stage of their booking.

M18 Information on attendance requirements for students is clearly presented and policies are implemented by all staff. Absences are followed up and special attention is taken to monitor students under the age of 18. Students at the focus group were fully aware of the school policy.

Publicity	Area of strength
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.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main source of publicity is the website. A brochure is available as a download from the website and sent in pdf form to all partners. The school also has a social media presence on a number of platforms.

M22 Information is well written, highly accessible, in plain English and translated accurately into languages of the school's main markets.

M23 Information on course content is accurate, detailed and consistently presented across all courses. Combination courses are clearly described, and additional information guides are available for all programmes.

M25 An additional handbook for students aged 16–17 on adult courses is available as a download on the website. Publicity materials also include helpful and detailed information on the level of care given to all under 18s.

M26 Accommodation options are attractively presented and include photos and accurate descriptions of the facilities available. Students at the focus group commented that their choice of accommodation accurately matched pre-arrival information they had received.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P2 The premises are well maintained, comfortably furnished and attractively decorated, presenting a professional and welcoming environment. Spacious break-out areas on every floor allow students to relax and communicate between lessons and all areas are very clean. Toilets are available on or between every floor.

P4 The facilities for student relaxation are very good. The first-floor reception area includes a comfortable seating area alongside individual tables and chairs for the consumption of food and drink. The café serves a selection of reasonably priced hot and cold items. A table football table is an additional encouragement for students to spend

time in this area. The central areas of all other floors also include comfortable seating, free filtered water machines, and a variety of additional equipment for refreshments.

P5 Signage is clear and consistent throughout the premises and an attractive floor plan is included in publicity materials and the student handbook. Key staff photos and fire evacuation routes are posted in all classrooms and noticeboards are attractively presented and well organised.

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.	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.	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	
P8 A number of teacher resources were not well maintained or effectively organised, and several materials were very out of date.	

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 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.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
All criteria in this subsection are fully met.	

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 criteria in this subsection 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.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
All criteria in this subsection are fully met.	

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All
Comments	
All teachers scheduled to teach during the inspection period were observed by one or other of the inspectors.	

Teaching: classroom observation	Met
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.	Not met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not 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
Comments	
T19 Teachers provided natural models of spoken and written language on the whole. Explanations of new vocabulary were generally clear.	

T20 Plans were provided for all classes, the majority of which included details of the students' needs and reflected the overall course objectives. Better plans also considered differentiation tasks where necessary.

T21 Plans included clear outcomes which were shared with students in most cases. Lessons followed a logical sequence of activities appropriate to the age and interests of the students.

T22 Teachers demonstrated a good range of teaching techniques including drilling (choral and individual), elicitation, and concept check questions.

T23 While the classroom environment was managed well overall on the family programme, the adult classes were less successful. Little use was made of the IT resources available and temporary whiteboards were in a poor state of repair and poorly organised by teachers. There was a lack of imagination in the use of photocopied pages from coursebooks and there were examples of incomplete or rather tatty copies.

T24 Feedback was evident in all lessons but inconsistent and a limited range of correction techniques was observed in most lessons. Occasionally student errors were ignored, or inaccuracies accepted.

T25 Lessons followed a logical sequence of activities and in a number of cases plans showed evidence of reflection stages and/or reference to previous learning.

T26 Teachers had established an excellent rapport with their learners, particularly in the junior classes. These lessons were lively, engaging and involved several changes of activity. Students were also mostly engaged in the adult classes, but some included excessive teacher talking time.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
W6 Students have access to adequate health care provision.	Met
Comments	
W1 A very comprehensive plan is in place and relevant aspects are made known to staff, students, and group leaders sensibly and sensitively.	
W2 Students receive excellent pastoral care from the team for whom this is clearly a priority. This was clear from documentation, speaking to key staff members as well as from student feedback.	
W5 Students receive very useful advice on life in the UK. This is available in the student handbook as well as a separate 'arriving in the UK' document on the website.	

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

W7 The homestays and residence visited all provided a very comfortable living environment for students. Student feedback both recorded and in person was very positive on this aspect of the provision.

W11 Student satisfaction with accommodation is monitored very closely, and records show that any issues arising are dealt with swiftly and appropriately.

W12 Clear information is provided for homestays, and a summary reminder is attached to all new bookings.

W13 Student feedback was very positive on the food provided in homestays, and those visited took considerable pride in not only providing a healthy diet but also catering to preferences and dietary requirements.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All relevant criteria in this subsection are fully met.	

Leisure opportunities		Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.		Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.		Strength
W21 Any leisure programmes are well organised and sufficiently resourced.		Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.		Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.		Strength
Comments		
W19 Students receive regularly updated information about access to social, cultural and sporting events in the UK as suggested activities on the monthly social programme calendar. They can also book tours through an external provider which the school will help with.		
W20 The school provides a full and varied programme that is well attended and very popular with students.		
W23 The person responsible for organising and leading the leisure programme has a wealth of appropriate experience.		

Safeguarding under 18s

Safeguarding under 18s		Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.		Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.		Strength

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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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

The school offers family courses, accepting children from six to 16 years of age. These courses are offered four times a year and students are divided into classes according to age and level. The school also accepts 16 and 17 year-olds on adult courses. At the time of the inspection there were 13 under 18s on the family courses and two on adult courses. At busy times, there are approximately 100 under 18s in the school.

S1 The safeguarding policy contains all requirements and has good supporting documents such as checklists and incident reporting forms.

S2 The training profile across the staff is very good. Three members of the safeguarding team are trained to specialist level, and the fourth to advanced. All other staff receive basic training as well as context specific refreshers at various points during the year. Hosts also do basic training.

S5 Supervision of under 18s at the school is very well managed. Under 18s on adult courses have to sign in on arrival and breaks are staggered to ensure that juniors are not on break at the same time as adult students. Students and parents sign agreement to the rules as part of the enrolment process.

S7 Accommodation for under 18s is very well managed. The person responsible for managing homestays is the deputy designated safeguarding lead, homestay providers all complete basic safeguarding training and those visited as part of the inspection took this aspect of their role very seriously.

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	1986
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Ireland: Dublin Summer Centre (MEI accredited)

Private sector

Date of foundation	1973
Ownership	Name of company: Business Education Limited Company number: 549786
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	Queen's Gate School 125–126 Queen's Gate Kensington London SW7

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	50	90
Full-time ELT (15+ hours per week) aged 16–17 years	2	8
Full-time ELT (15+ hours per week) aged under 16	13	80
Part-time ELT aged 18 years and over	5	18
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	70	196
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	Average: 35 Range 17–60	16–45
Adult programmes: typical length of stay	4 weeks	2–4 weeks
Adult programmes: predominant nationalities	Brazilian, German, Japanese, Russian, Turkish	Argentinian, French, Italian, Japanese, Korean, Saudi Arabian, Russian, Taiwanese, Turkish
Junior programmes: advertised minimum age	6	6
Junior programmes: advertised maximum age	16	16
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	French, Japanese, Swiss	Brazilian, French, German, Italian, Korean, Taiwanese, Turkish

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	22
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0

Total	2
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Comments

The academic managers were not scheduled to teach during the inspection period.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	6
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	8

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	5	2
Private home	0	0
Home tuition	0	0
Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	3
<i>Arranged by student/family/guardian</i>		
Staying with own family	11	3
Staying in privately rented rooms/flats	34	7
Overall totals adults/under 18s	55	15
Overall total adults + under 18s	70	