

Organisation name	British Study Centres York
Inspection date	2–4 May 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited British Study Centres York in May 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, quality assurance, care of students, accommodation and care of under 18s.

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

Inspection history	Dates/details
First inspection	2001
Last full inspection	June 2013 (as English Language Centre York)
Subsequent spot check (if applicable)	February 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service teacher training courses
Other related accredited schools/centres/affiliates	British Study Centres (BSC) Brighton, Edinburgh (formerly Edinburgh Language Centre), London Central, London Hampstead (formerly Hampstead School of English), Manchester (formerly Manchester Academy of English), Oxford, Young Learners, and English Studio London (the latter not part of the BSC group).
Other related non-accredited schools/centres/affiliates	English Studio Dublin; West London College

Private sector

Date of foundation	1998 (as English Language Centre York)
Ownership	Experience English Ltd Company number: 4040338 Experience English Ltd is part of the BSC Group Ltd.
Other accreditation/inspection	N/a

Premises profile

Address of main site	5 New Street, York YO1 8RA
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies four buildings in the centre of York. Three of the buildings (5–9 New Street) are next to each other and connected at ground level. In addition nos. 7 and 9 are connected at level 3, and nos. 5 and 7 at level 4. The fourth building (4 New Street) is opposite the main building. All the buildings are leased. There are 23 classrooms on the site. Building no. 5 consists of four classrooms, a lounge (which connects with the other two buildings), a front office area and a kitchen. In no. 7 there are four classrooms, an administration office and a teachers' room. In no. 9 there are five classrooms and an academic office. In no. 4 there are ten classrooms, a common room, a library/self-access centre and the teacher training suite. There are toilets in all four buildings.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	79	128
Full-time ELT (15+ hours per week) aged 16–17 years	3	22
Full-time ELT (15+ hours per week) aged under 16	0	110
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	82	260

Advertised minimum age	12 YLs; 16 adults	12 YLs; 16 adults
Actual minimum age	12 YLs; 16 adults	12 YLs; 16 adults
Advertised maximum age	17 YLs; 18+ adults	17 YLs; 18+ adults
Actual maximum age	17 YLs; 18+ adults	17 YLs; 18+ adults
Typical age range	16–45	12–45
Typical length of stay	2–24 weeks	2 weeks
Predominant nationalities	Qatari, Saudi Arabian, Kuwaiti, Korean, Japanese, Italian	Qatari, Saudi Arabian, Kuwaiti, Korean, Japanese, Spanish, French, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	18–25
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	
The academic manager is not regularly timetabled to teach. The assistant academic manager is regularly timetabled to teach and was teaching four lessons (3.33 hours) per day.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	10

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers year-round courses in general English for adults of 12.5, 16.6, 20.8 or 25 hours per week. The courses of 20.8 and 25 hours per week include afternoon elective lessons in grammar and writing, speaking and listening or vocabulary development. Preparation courses for external general English examinations and IELTS are run, as well as one-to-one lessons. Students aged 16 and 17 are enrolled on adult courses. Closed junior and adult group courses are accepted year round. The minimum age for the junior groups is 12. Summer courses for under 18s are run for six weeks in July/August with a minimum enrolment of one week; the minimum age for individual students booking a summer course is 12.

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	45	3
Private home	0	0
Home tuition	0	0
Residential	5	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	29	0
Overall totals adults/under 18s	79	3
Overall total adults + under 18s	82	

Introduction

British Study Centres (BSC) York, formerly English Language Centre York, is a well-established school in the centre of the city and is part of one of the largest groups of schools in the UK. The school is one of four owned by the Experience English (EE) group, and is currently in the process of merging with the BSC (British Study Centres School of English) group of schools. The process of integration began in April 2016 and is to be concluded with the formal transfer of shares, the target for which is late April or early May 2017. The integration of the BSC and EE operations will continue during 2017 as the EE group becomes fully incorporated into the BSC group.

Staff at all levels have been kept informed of the operational changes resulting from the merger, which have involved some adjustment of management and administration roles, the alignment of some policies and procedures and the adoption of the BSC timetable and course structure. The York school will continue to run its adult general English courses, year-round closed group courses for adults and juniors, and summer courses for under 18s. The year-round closed group courses are a significant part of the school's provision. Since February 2016 there have been 24 such groups with more than 700 students in total. Approximately 60 per cent of the groups have been under 18s. There were no closed groups during the period of the inspection.

This inspection took two and a half days. The inspectors had meetings with the head of school, the academic manager (AM) and his assistant (AAM), the operations manager, the operations assistant, the compliance officer, the accommodation and welfare officer, the school services co-ordinator and the maintenance co-ordinator. They also had meetings with a group of teachers, groups of adult students and young learners, and observed all the teachers timetabled to teach during the inspection. One inspector visited three homestays and a residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear internal structure for the school, with lines of reporting and cover arrangements well defined. A clear organogram of senior management responsibilities for the group is in place, ready for the completion of the merger of EE schools with BSC schools.

M4 Communication channels within the school and within the BSC group are open and effective. In the school, teaching and administrative staff have regular meetings and there are inter-school meetings among managers and sales and reservations staff. Weekly and monthly reports are shared between schools across the group. There are also scheduled telephone calls and conferences. Senior managers from the head office visit the school. It is a time of great change in the EE schools and staff told the inspectors they were kept informed about developments.

M5 Human resource (HR) policies are comprehensive, fair, well communicated and up to date. Contracts specify conditions, as well as disciplinary and capability policies and procedures. There are good systems in place for obtaining and checking references.

M7 Thorough induction procedures are in place, supported by a checklist that records policies received, procedures explained and documentation completed. Recently appointed staff confirmed that their induction had been very helpful. A comprehensive one-week training programme for a recently appointed member of the administration team was seen.

M8 All staff have annual appraisals. The appraisal form covers all key areas and leads to the identification of specific objectives. Performance is reviewed, training needs are identified and where necessary a 'Performance Improvement Plan' is produced and implemented. For administrative staff, appraisals are followed up with monthly one-to-one sessions with line managers. Teachers' appraisals are linked to observations and relevant areas are followed up in teachers' meetings, as well as in individual training plans. A thorough 'Objectives and Development Plan' was seen for several of the staff.

M9 There is a commitment to continuing professional development (CPD) for all staff, academic and administrative. Teachers are encouraged to attend external events and webinars and an individual record is kept of their CPD activities, which can include, for example, articles they have read. Administration staff receive appropriate job-related training and can take advantage of a range of development opportunities.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Most enquiries and enrolments are handled by the centralised system managed by the sales team for the EE schools, based in Edinburgh. The school services co-ordinator and the compliance officer are responsible for processing direct enrolments. There is an active policy of cross-training among the front office staff which ensures that there are additional staff available at busy times and to cover for sickness and leave. The front office staff were seen to be professional and courteous. In the focus group students commented on the helpfulness of the reception staff. The computer system serves its purpose well and staff were able to retrieve information for the inspectors very promptly.

M13 All student records sampled contained the required emergency contact information. Since this information is not always available from agents, students complete a form on arrival and the information is held on paper and stored electronically; the information is accessible remotely by the holder of the 24-hour emergency phone. A question relating to the English knowledge of the named emergency contact was added to the form during the inspection.

M14 The school has a rigorous attendance policy which is made known to staff in their handbook, and to students by means of noticeboards in classrooms, in their handbook and at induction. Attendance is monitored systematically on the school's database and appropriate warnings are sent to students whose attendance is unsatisfactory. There is a suitable system of sanctions. For students sponsored by an embassy, the school works closely with their contact at the embassy. Any absence of under 18s is reported ten minutes into the lesson and evidence was seen of this being followed up immediately.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 All systems and processes are monitored closely by the management team and include the production of a quality plan (reviewed every six months) and a school development plan (reviewed quarterly). Issues relating to all aspects of the quality of the school's operations are discussed at the various meetings that take place regularly, and

with specific individuals where appropriate. Current plans seen showed a range of appropriate short- and medium-plan projects. There is frequent contact and discussion with the head office team, and there is the opportunity to share best practice among the schools in the group.

M18 Student feedback is monitored carefully. On their first day students complete an initial feedback sheet and, on leaving, end-of-course adult and young learner questionnaires. Additional 'Tell me what you think' questionnaires can be administered during the course. Any problems identified from the questionnaires are circulated to relevant managers and are dealt with by the operations manager, who will conduct a follow-up interview with the student if necessary; this includes the end-of-course questionnaires which are administered three days before departure so that they can be investigated effectively. The results of questionnaires are analysed, collated and circulated to appropriate staff. Student satisfaction and welfare is checked by teachers at the individual tutorials which take place every two weeks.

M19 Staff feedback is gathered at meetings and through the appraisal process. Teachers in the focus group said that they felt their opinions were listened to and valued.

M20 There is a very clear complaints policy and procedures displayed on all classroom walls. The procedure includes recourse to external organisations. The inspectors were shown a log of complaints and the school's responses to them. It was clear from the responses that complaints are taken seriously and are handled sensitively.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity materials are produced by the BSC head office. They comprise a printed brochure for the adult courses, accompanied by a separate fees and dates brochure, and a folder with information sheets on junior courses, together with a separate fees and dates brochure. There are two websites available: www.british-study.com and www.experienceenglish.com. Both websites are linked to each other and the intention is to combine them into a single website under the BSC SoE banner later in 2017. There is also use of social media.

M21 The BSC website is available in English and five other languages; the EE website is in English and Spanish. The main texts and terms and conditions are translated. The language used throughout is clear and accurate.

M22 Information in both the EE website and the printed brochures is very clear and accessible. A very accurate representation of the facilities and services that will inform the student's overall experience is given in an uncomplicated format, with helpful photographs and maps. The website and brochure give accurate information on nationality statistics and the average age. The website nationality statistics are updated every month; the brochure statistics are based on the previous year. The link between the BSC and EE websites works well.

M23 There are clear, detailed descriptions of course content on the website and in the brochures. Course levels are explained, with progression routes and possible course combinations for prospective students to select from.

M26 Accommodation options are described accurately, with key facts presented in an accessible format. The brochure states incorrectly that towels are provided in the residence when students are in fact required to bring their own towels. However, this is clearly stated in the confirmation letter sent to any student booking accommodation in the residence.

M29 The recommended full version of the Accreditation Scheme marque including the phrase 'for the teaching of English in the UK' is not used consistently throughout the school and its documentation.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communication is good. Student administration is efficient and quality assurance procedures thorough. Publicity is clear, accurate and accessible. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Good use has been made of the buildings in order to provide a suitable working space for students, teachers and administration staff. There is a lounge running the length of the main building and two small external courtyards at the back of the building. There is a common room in the other building.

R2 The premises are generally in a good state of repair and cleanliness. It is an old building and the school's quality plan reflects the ongoing programme of repair and refurbishment, particularly with regard to the need to update some of the toilets and kitchen areas. A full-time maintenance co-ordinator has recently been appointed and is responsible for dealing with day-to-day needs.

R3 The classrooms vary in size but are all furnished appropriately and students can study in comfort. There is little or no noise from outside. Staff reported that some of the upstairs rooms are hot in the summer, but electric fans are available.

R4 Students have sufficient space for relaxation and the consumption of food in the lounge and courtyards in the main building and in a common room in the other building. Segregated communal areas can be created when there are groups of young learners in the school. There are many options for buying and eating food in the local area. Vending machines in the lounges are available, providing snacks and drinks.

R5 Signage throughout the school is adequate. There are large, attractive and well-organised noticeboards in all classrooms and in the corridors which display school information.

R6 Teachers have an adequately sized room with workplaces and space to store possessions. An additional room is available when the young learner groups are in the school. There is a staff kitchen.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Adult students are provided with coursebooks on loan and given supplementary materials. There are specially designed materials for the young learner courses which involve projects and activities related to the local area.

R8 There is a good stock of supplementary materials and resources for teachers in the teachers' room. These include reference books, photocopiable materials, skills books, examination preparation materials and a shared bank of materials held electronically. Teachers also have access to a good range of useful teacher training resources used by the teacher training department. Computers with printing facilities and two photocopiers are available. Materials for the young learner courses are kept separately. Materials and guidance for meeting the specific needs of the significant numbers of Arabic-speaking students in the school are limited.

R9 Most classrooms have either an interactive whiteboard (IWB) or a computer and projector. Teachers receive training and were observed using the technology in classes. Technical support is available. There is Wi-Fi provision throughout the building.

R10 The library is used for self-study and is very well equipped with relevant materials including nine laptops, a

useful list of websites for independent learning, printed topic-based and skills-specific worksheets for students to use and take away, a stock of graded readers and novels, and a good stock of DVDs for students to borrow.

R11 The library is staffed by a teacher at the start and the end of each day. The induction of new students is held in the library, and they are introduced to the facilities in the course of the induction.

R12 Teachers give ongoing feedback on the materials they use at teachers' meetings and make recommendations for new acquisitions. A new series of coursebooks, together with the accompanying support materials, has recently been introduced.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Two teachers do not have Level 6 qualifications. One is a permanent teacher who was timetabled to teach but was sick on the days of the inspection. The other was a teacher who is regularly used for cover, and who was covering the teacher who was ill. The rationales for their employment were accepted in the context of this inspection. The permanent teacher has seven years' full-time experience in ELT and has recently completed two modules of a diploma-level qualification. The cover teacher is appropriately experienced. Both teachers are given support. It was noted that the job profile for TEFLI teachers states that a Level 6 qualification is desirable, rather than essential. This was amended immediately following the inspection.

T4 The academic management team consists of the academic manager (AM) and the assistant academic manager (AAM). Both are TEFLQ and have many years of relevant experience. The AM has appropriate experience managing the teaching of adult learners. The AAM is also the head trainer for the teacher training courses leading to an externally validated certificate-level qualification.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 The timetabling of students, teachers, courses and classrooms is managed well. Classes are allocated to classrooms according to their sizes and to the rooms' equipment.

T8 Cover arrangements are in place. The AM can use non-timetabled teachers and members of the academic management team.

T9 For adult general English classes, enrolment is continuous. New students arrive on the Monday when they are tested, interviewed and allocated to existing classes towards the end of the morning. They are, therefore, joining classes that have already started the topic for the week; this could be disadvantageous for the new students in that it excludes them from an important introductory part of the lesson and the week's work. Teachers are given advice in their register files on how to integrate the new students into the class.

T10 Opportunities for CPD are encouraged in a number of ways. This includes attendance at workshops and seminars and the sending of a regular 'CPD Link of the week' with teaching tips and ideas relevant to the specific needs of the students enrolled. An individual record of CPD is logged for each teacher and includes webinars they have attended, articles they have read and ideas they have tried out. Further development opportunities are available through peer observations (on request) and observations by trainees from the teacher-training department. Teachers confirmed that the academic managers were available to provide support as required.

T11 All teachers are formally observed twice a year. They receive oral and written feedback, which sets relevant targets and which is used in appraisals and personal development reviews. The AM also conducts 20-minute drop-in observations which are used to inform ideas for CPD two or three times a year.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The courses are based around published coursebooks, each of which forms the basis of a 12-week term. The courses are supported by a general English curriculum at the five Common European Framework of Reference (CEFR) levels which describes what learners at those levels should be able to do in listening, speaking, reading and writing. The afternoon course components are based around a 'theme of the week' or examination preparation. The young learner courses are not book based but follow a specially designed course using topics related to the local area and to student experiences, with guidance for the teachers on suitable materials and activities.

T13 The AM monitors and reviews the design of courses in the school with the teaching team, also taking student feedback into account.

T14 Teachers' weekly schemes of work are posted on classroom walls. These begin with a statement by the teacher about what he or she plans for the class to be able to do by the end of the week. CEFR levels are posted on classrooms walls, giving 'can do' statements for each level.

T15 The school places great emphasis on the importance of learner training, with a 'Learner Training Syllabus' that focuses on a specific learner training strategy each week. Notices in all the classrooms give tips and ideas for learner training. However, it is not clear how students are helped to actively adopt and use these strategies.

T16 Apart from the materials used in the young learner programmes, there was little evidence of the use of the local environment as a learning resource to develop language skills outside the classroom, and no guidance is given in the teacher's handbook.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students take a written test and a structured oral interview to establish their level; the speaking component is designed to include a needs analysis to collect information about each student's learning needs. However, the information gathered is minimal.

T18 Students are tested every other week and have an individual tutorial in the intervening weeks. The information gathered from the tests and the tutorials is used to provide a score so that each student can see their progress over the length of their course.

T19 One of the teachers has the role of academic counsellor and is timetabled to be available in the library twice a week to give advice on examinations.

T21 At the end of their course all students who have attended at least 90 per cent of their lessons receive a

certificate and a report. The certificate shows the course they studied and their start and finish levels in terms of CEFR descriptors. The report includes comments by the teacher and a brief study plan for the future. Additional reports for sponsors may also be produced.

T22 Students can get advice on external university placement from the academic counsellor or from the AM.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English, IELTS preparation, one-to-one
Comments	
One of the teachers observed was covering for a teacher who was absent for the week.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally produced accurate models of spoken and written English, although often focusing more on individual words and sounds rather than connected speech. Awareness of the specific needs of groups of students with the same first language was not generally evident. In better segments good attention was paid to practising pronunciation, with some confident use of phonemic script.

T24 Teachers prepared detailed profiles of their students and aims were expressed as learner outcomes, particularly in the exam preparation classes. Topics were relevant and of interest to the students. In some lessons teachers had not planned for differentiation and so students who finished quickly were left with nothing to do.

T25 Intended learner outcomes were usually displayed on the whiteboard or noticeboards, and on occasions they were discussed with the students. The sequence of activities was generally coherent.

T26 A range of teaching techniques was seen. Most teachers used nomination, elicitation and questioning techniques effectively. In better segments new vocabulary was pre-taught effectively, meaning was checked, instructions were clear and checked. In weaker segments teachers relied on asking for definitions and often explained new lexis themselves, resulting in too much teacher talking time.

T27 In general, classes were managed well with good control of a range of resources and materials. Whiteboards were used appropriately. Interactive whiteboards were used effectively, but visibility was restricted by poor lighting. In several segments interaction patterns were limited to teacher to student and pairwork between neighbours.

T28 Teachers gave students encouragement and praise. Some teachers used a good range of correction techniques, including prompting by repeating up to the error, making notes for delayed correction, and encouragement of self-correction. In weaker segments, key areas in the target language went uncorrected.

T29 Teachers used a range of strategies to check that students had learnt the target language. This included short testing activities and recapping at the end of a communicative activity on the language practised and learnt.

T30 In a few weaker segments there was a lack of pace leading to some students becoming disengaged. However, in most lessons there was good rapport between teachers and students, and there was a positive learning atmosphere with students clearly engaged with the activity.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of segments observed being satisfactory. Teachers demonstrated a sound knowledge of the language being taught, the content of lessons and learning objectives were appropriate, and a range of resources was being used. Awareness of the specific needs of certain first language speakers was not always evident. Teaching techniques, including some correction techniques, were generally effective. In a few weaker segments there was a lack of effective interaction and pace, but in most lessons students were clearly engaged.

Teaching and learning summary

The provision meets the section standard. Almost all teachers have appropriate qualifications and are given good support from the academic management team to ensure their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There are very good measures in place to ensure the safety and security of students on the premises. Students and staff wear lanyards and have fobs which give them access to the school's four buildings at street level; there is also CCTV covering the main entrance, monitored from reception. Visitors are required to sign in and out and are given lanyards. A thorough risk assessment of the building has been carried out, and is reviewed annually. First aid provision is excellent. Fire equipment and procedures are checked regularly and there is a major incident procedure in place. During the summer courses for under 18s, one or more of the houses can be isolated by restricting access by means of the fobs, thus separating adult and young learner students very efficiently.

W2 Provision for pastoral care and support is excellent. All staff prioritise the well being of the students and know them well. A presentation at induction explains the welfare support available, and a separate induction for under 18s outlines the additional support for them. First-week feedback questionnaires and regular tutorials have a pastoral aspect, as does an additional feedback form twice a year for long-stay students. There are separate multi-faith prayer rooms available for female and male students.

W3 The welfare officer is introduced at induction and new students tour the school and are shown where she is based. She is also clearly identified in the students' welcome pack, and on photoboards in classrooms, in the student lounge and in reception. Other members of the welfare staff can cover and support her when required.

Students in the focus groups were very clear about who to approach if they needed to discuss anything personal.

W4 The policy and procedures for dealing with abusive behaviour are known to staff, and are clearly explained in the staff handbook and safeguarding policy. The importance of respecting others is made clear to students at induction and 'Be a buddy, not a bully' posters around the school. The school is fully engaged with aspects of the Prevent strategy, with a policy and staff training in place.

W5 The emergency contact number is given at induction and is in the student handbook and on the student card. The phone is held on a rota and the holder has a pack with students' emergency contact details. There is a separate emergency number for under 18s in the summer.

W7 Students are given a range of useful information at induction, including school rules and advice about personal safety. They also receive the attractive student handbook, written in accessible language, with good use of photographs and visuals. It contains a range of useful practical information. The inspector was shown additional information sheets on aspects of living in the UK; these will be added to the next edition of the student handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation up to a radius of six miles. The average journey time to school is 30 minutes by bus. Accommodation is in single rooms with half board. Twin rooms are available when requested by students travelling together, or in groups. Some executive homestay accommodation is available.

The school also offers self-catering accommodation for students aged 18+ in a five-bedroom apartment, with kitchen, in a newly built student accommodation complex ten minutes' walk from the school. The rooms are all ensuite. There is a laundry, a gym and a common room. The building has 24-hour security.

One inspector visited three homestays, one hosting an under 18, and the residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three homestays visited provided comfortable accommodation, and, in one case, a very high standard of accommodation. All the required services were in place. The three hosts were welcoming, and well informed about school rules. There is Wi-Fi provision in each homestay. The residence provides a very high standard of accommodation; bedding is provided and students are told to bring their own towels.

W10 All homestays are visited before a student is placed. There is a detailed inspection checklist, including a check on Gas Safe certificates, and a template for the fire risk assessment which the accommodation officer helps hosts to complete. School policies are provided, two references are taken up and suitability checks completed where relevant.

W11 All hosts have been re-inspected in the last two years. A full review of the school's homestay provision began in late 2016 involving re-visiting all hosts; the review is 90 per cent complete. The accommodation officer has been in post since February 2017 and has already completed 30 homestay visits. Gas Safe certificates are required annually. The school software signals when re-visits and checks on safety measures are due.

W12 The new accommodation officer is experienced and familiar with the school software programme. She checks on any students from other schools in the homestay before confirming a booking. All homestay registers sampled were up to date, including relevant information about the hosts and their homes, fire risk assessments, DBS checks and references.

W13 The letter of confirmation to a new student has clearly expressed information about the accommodation booked, and cancellation conditions, as well as precise information about arrival at the airport and how to get to school. A link to the York bus service website was added during the inspection so that the current cost of a weekly bus pass can be checked.

W14 Every student in accommodation arranged by the school completes a questionnaire early in their first week. The academic manager checks these each week and follows up any issues.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 The welfare staff are aware of the rule that no more than four students can be accommodated in a homestay at any one time, but this was not included in the homestay handbook. The information was added during the inspection and is now satisfactory.

W17 Hosts receive a clearly expressed handbook with comprehensive information on the facilities and services that have to be provided. It includes legal requirements and cancellation arrangements, and some useful information on cultural differences. The basic rules relating to providing homestay accommodation are included each time a booking is confirmed.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W22 The students' rooms and the common areas are cleaned once a week.					
W23 The residence is staffed 24 hours a day and reception staff are trained in first aid.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
W24 There is a detailed sheet with advice about finding and living in rented accommodation. A reminder that living in independent accommodation might result in a loss of contact with English speakers was added to the sheet during the inspection. School staff are available to provide further help if required.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 Information about activities and local events is available on the leisure programme timetable which is on noticeboards in the student lounge and on the school's social media pages. The information is also passed to teachers to promote in class. The school services co-ordinator is available to advise students about visiting other cities and booking theatre tickets.					
W27 Year round the leisure programme offers at least one activity per week, led by the student services co-ordinator. Participation levels vary but popular events include bowling, ghost walks and pub visits. Short-stay groups have their own leisure programme organised by the school. In the summer the programme for young learners includes activities every afternoon and on three evenings a week, and an excursion on Saturdays.					
W28 There are written risk assessments on file for all on- and off-site activities, together with practical guidelines as to what to do in situations where students are at risk. The risk assessment is signed by the leader of the activity and there is a box for comments on any changes that need to be made to the document.					

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met. The accommodation provided is suitable and managed efficiently. The leisure programme meets the needs of adult and young learner students. *Care of students* and *Accommodation* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts groups of young learners aged 12–17 throughout the year. Outside the summer period the young learners come in closed groups with their own group leaders but none were in school at the time of the inspection. The school accepts 16/17 year-olds on adult courses and at the time of the inspection there were three in school.

C1 There is a group safeguarding policy operating across all schools (former BSC and former EE). It is co-ordinated by the group safeguarding lead based in Brighton. The school also has a child protection policy, drawn up in 2016 for the EE schools. The policies assess risks relevant to the context of the York school, and include guidance on safer recruitment procedures, reporting and handling allegations, and dealing with exceptions, such as delayed DBS checks on staff. There are codes of conduct for staff working with under 18s, and students. The designated safeguarding lead (DSL) and the deputy designated safeguarding lead (DDSL) are clearly identified in the policy.

C2 The safeguarding policy is made known to all adults in contact with under 18s. Provision for training is good. The DSL, the DDSL and the welfare officer have specialist safeguarding training (level 3). The school services co-ordinator and the academic manager have advanced training (level 2). All other staff have basic awareness training (level 1). The homestay handbook gives clear guidance to hosts about safeguarding. Group leaders are made aware of their responsibilities.

C3 The BSC website gives an accurate description of the level of care given to students under 18. The FAQs section of the EE website provides similar information.

C4 Safer recruitment procedures are described in the safeguarding policy. All staff have completed DBS checks and the school renews these every two years. All adults in homestay accommodation have DBS checks and records sampled were complete. These are also renewed every two years. Group leaders are required to bring evidence of police checks.

C5 Very good arrangements are in place within the school to ensure the separation of students on young learner and adult courses. Young learners are taught in buildings 5, 7 and/or 9; buildings can be isolated by means of electronic fob entry so adult and young learner students cannot mix. There are separate breaks. When young learner numbers are higher in summer, adult students are taught exclusively in building 4, opposite the main buildings, so young learners have sole use of the facilities in 5, 7 and 9, including the student lounge and outdoor courtyards. Records show that supervision of young learners by activity leaders on the summer programme is appropriate. Group leaders are responsible only for their own students.

C6 Arrangements for the supervision and safety of students outside scheduled activities are good. Staff and hosts were aware of the rules for 16/17 year-olds enrolled on adult courses, and for young learners in mini-stay groups and on summer courses. The group leader manual outlines their responsibilities in relation to the safety and security of students. Students are told about rules at induction. Parental consent forms were on file for the three under 18s in school; the form contains information about school rules, including curfew times, and seeks parental permission for independent travel, participation in activities and emergency medical care. Parental consent forms for students in groups are collected on arrival from the group leaders. In previous summers activity leaders have been recruited and trained centrally in Edinburgh, but from 2017 onwards this will be the responsibility of the York school.

C7 Homestay accommodation provision for young learners is appropriate. Hosts were aware of the rules and responsibilities involved with hosting students under 18.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the school and in leisure activities and accommodation provided. *Care of under 18s* is an area of strength.