

Organisation name	English in York incorporating York Associates
Inspection date	14–15 April 2026

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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.

Summary statement

The British Council inspected and accredited English in York incorporating York Associates in April 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of under 18s (13+).

Strengths were noted in the area(s) of staff management, student administration, premises and facilities, academic management, learner management, care of students, accommodation, and leisure opportunities.

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

Introduction

In 2016 English in York (EIY) became part of York Associates International Limited (YAIL), a training company in York which is part of the Claret Group. The company also owns other training and leadership businesses (including Partners in Training (PinT) and a language school in Malta. In 2025 EIY merged with York Associates (YA), a division of YAIL delivering business English and international communication training courses, with whom it shares a premises in central York. PinT is also delivered from this building. The merger enabled a streamlining of the management functions of both entities, but each school has retained its former trading name for marketing purposes. Both schools are accredited in their own right and this inspection sees them brought together under a single accreditation as English in York incorporating York Associates. A new operations and academic manager was appointed in 2025 who oversees strategic and operational aspects of the merged schools and who reports to the director.

The inspection took place over two days. Meetings were held with the director, the operations and academic manager, the director of studies, the compliance co-ordinator, two admissions managers (one for individuals and the other for groups) and the accommodation manager. One focus group was held with teachers, another with group leaders and another with students. All teachers timetabled during the inspection were observed. One inspector conducted three virtual visits with homestay hosts.

Address of main site/head office

Peasholme House (no 8), St Saviours Place, York, YO1 7PJ.

Description of sites visited/observed

EIY incorporating YA is based in Peasholme House, a large, three-storey Georgian mansion in a quiet street near the centre of York. The impressive building is leased from York Civic Trust.

On the ground floor are the reception, a large office for the administrative team, a large student lounge, two classrooms and a staff kitchen. On the first floor there are three large classrooms and on the second floor a further four classrooms, a prayer room and the director's office. In the basement there are four small classrooms three of which are largely used for YA courses and one of which is used for PinT training. There is also a teaching resources room, and two staff preparation rooms. There are toilets on each of the floors. There is an enclosed terrace area at the back of the building and a fenced front garden area, both of which are used by staff and students during break times.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 joint provision (EIL & YA) delivers general English and examination preparation courses for adults and young people aged 16+, closed group junior courses (13+). It also offers a range of courses for professionals and executives with a mix of group and individual sessions that can be delivered face-to-face or online. The minimum age for these courses is 21. Students normally take 15 hours of group tuition and five to 15 hours of individual tuition per week, although other combinations are possible. Course options are Business Communication, Effective International Communication, Fluent English, Global Communication Skills and English and Culture for 50+. A range of teacher development courses is also on offer.

Management profile

The operations and academic manager reports to the director, as do the compliance co-ordinator, the admissions manager for individual students and the finance manager. The director of studies, the administrative assistant, the groups coordinator, the caretaker and the accommodation officer all report to the operations and academic manager. Teaching staff and training consultants report to the director of studies.

Accommodation profile

The school organises homestay accommodation and has a database of approximately 80 hosts. At the time of the inspection eight adults and 19 students under the age of 18 were in homestay accommodation organised and managed by the school. 14 adults were staying in privately rented accommodation and two were staying with their own family.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management structure is clear and there are very effective lines of communication. Staff management is carried out very well and there are good human resources policies and CPD opportunities for staff. The administration and operations team work very effectively and provides an excellent service to students.

Staff management and Student administration are areas of strength

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provides staff and students with a very impressive and comfortable environment for work, study and relaxation. Resources for learning and teaching for all courses are of a satisfactory standard and are reviewed regularly.

Premises and facilities is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic manager and the teachers have appropriate qualifications. Programmes of learning are very well managed, and teachers are extremely well supported by the director of studies and the administrative and operations team. Course design takes into account the needs of students, and learners are very well supported through their studies. The teaching observed met the requirements of the Scheme.

Academic management and Learner management are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities and suitable accommodation.

Care of students, Accommodation, and Leisure opportunities are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

Comments

M4 Staff reported that communications are very effective and that there is constant informal sharing of information and regular more formal meetings. Weekly meetings take place between the director and the operations manager, fortnightly operations meetings are held with all administrative staff and the safeguarding team, teachers receive a

weekly email summarising information about new starters leavers and any other student issues and there is a monthly teachers' meeting.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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.	Strength

Comments

M8 Human resource policies are comprehensive, robust and shared effectively with staff at induction, in the staff handbook and on a digital bulletin board. The staff handbook is reviewed annually by an external company. There are family friendly policies that include working from home days where possible.

M11 The school has a robust induction process that includes relevant training and an online checklist. As some staff have worked for the school for several years, recently appointed managers have instigated a re-set induction process to ensure that all staff are up to date with policies and procedures.

M13 CPD is one of the key objectives in the strategic plan and clear evidence was seen of a comprehensive CPD programme run and scheduled for both administrative and teaching personnel. Staff reported positively on the amount of development opportunities that the school provided.

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.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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.	Strength

Comments

M14 Inspectors saw excellent levels of customer care in action and this was re-iterated by students and group leaders in the focus groups and on feedback forms. There is a strong ethos of customer care in the organisation and this was very apparent in the interactions that were taking place in the school. A good cover system is in place and in job descriptions, and support and training is provided to ensure that staff can cover for each other when necessary.

M18 The attendance policy is very clearly written, is in staff and student handbooks and explained on arrival. Attendance monitoring and detailed follow-up actions were seen. Information about attendance was also displayed on noticeboards, on the TV in the student lounge and on the digital bulletin board.

M20 Information is widely shared about how to make a complaint. It is included in information to students and parents, in the student handbook, included on induction slides, on posters around the school, on the screen in the student lounge and on the online bulletin board.

Publicity	Met
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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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school uses brochures, social media and two websites as its main form of publicity. EIL and YA provision is promoted via separate websites.

M21 There is some unnecessary duplication of information on both websites, and the YA website does not provide a clear representation of the facilities and range of courses and facilities provided.

M25 There is insufficient information on the level of care and support for under 18s on the EIL website.

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

Comments

P1 There are robust processes in place to ensure the safety and security of students. Comprehensive risk assessments and records of checks and tests being carried out regularly are in place. Staff and students are well briefed on safety issues and high levels of training are provided for staff with fire evacuation responsibilities.

P2 Peasholme House is a grade two listed building so the building itself cannot be modified. However, substantial work has been done to ensure that the building is very well-maintained, clean and up-to date, including the employment of a full-time caretaker. The building, and particularly the student lounge, provides a very comfortable environment for staff and students.

P6 Staff have very good spaces within which to work. The administrative office is large and airy and every member of staff has a desk. There are two teacher rooms with ample space, computers and lockers for storage. There is also a teachers' library which provides an additional space for work or relaxation, and a staff kitchen with fridge and microwave. Staff are also encouraged to spend time in the student lounge which is a very comfortable space.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met

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

Met

Comments

All criteria in this subsection are fully met.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly 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	Area of strength
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.	Strength
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.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T5 There is always a teacher on stand-by to cover for any absent colleague. The DOS can also provide cover if necessary, as they are not timetabled to teach. T8 Teachers reported that day-to-day support was excellent. The DOS has a daily check-in with teachers, is available throughout the day to provide help and support and sends a weekly email to update teachers on the coming week so that they are well-prepared. New and less experienced teachers receive additional day-to-day support and informal mentoring, and reported that they felt confident, well supported, and aligned with the school's academic expectations. T10 CPD forms one of the key objectives in the organisation plan and is therefore considered a key component of academic management. Eight CPD sessions have been planned for this year (two have already take place). These sessions have been designed in response to individual needs and interests, from observations and student feedback, and to help support a broadening of expertise and succession-planning. In addition, teachers have the opportunity to attend local and regional subject specific events.	
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	Area of strength
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.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T16 Learners complete weekly progress tests and take part in monthly tutorials in which targets are reviewed and agreed. Progress reports are comprehensive and detailed.

T17 All students complete a needs analysis questionnaire on day one of the course allowing students to reflect on their strengths and goals for development. This information is reviewed by academic management and shared with teachers, ensuring that teaching is responsive to individual learner needs from the outset. Learner profiles were very detailed and support is provided for students with specific learning needs.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All parts of the programmes offered at the time of inspection were observed.

Comments

All teaching was delivered on-site at the time of inspection.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 All teachers provided good spoken and written models of language that were appropriate to the students' level. Examples and explanations were relevant, and teachers helped to develop emergent language. In all lessons, there was little guidance for pronunciation in the form of stress marking and use of phonemic script.

T20 All teachers provided very well structured and detailed lesson plans that included helpful profiles showing differing strengths and learning needs, an awareness of student backgrounds and how to accommodate them. Topics and materials selected were appropriate, and timings of activities in the lesson plan were realistic. There was clear evidence of sensitivity to learners' pace of learning.

T21 In most segments there was a clear link between learning outcomes and activities, and potential difficulties were identified and pre-empted. However, although learning outcomes were written into the plans, they were presented to students as lesson aims or as a list of tasks which was less helpful to students.

T22 Inspectors saw a range of techniques to present and practise language and to develop skills in all segments. The techniques were appropriate to the course context, and included concept checking, effective elicitation and questioning. Instruction-giving and checking understanding of tasks was largely carried out

effectively although at times students needed clearer guidance on what the purpose of the task was.

T23 All teachers controlled the learning environment, including seating arrangements, effectively. Teachers made competent and, in some cases, imaginative use of interactive whiteboards, whiteboards, coursebooks, handouts and students' own phones where relevant.

T24 Teachers monitored students' performance during activities and inspectors saw some effective on-the-spot correction.

T25 All teachers provided opportunities for students to demonstrate their ability to use recently learned language, and reference was made to work covered in previous lessons. Short assessment activities were included in lessons to enable teachers to evaluate learning and reflection time was built into the lesson plans.

T26 All teachers had clearly built an excellent rapport with their learners. Students were very engaged, appropriately challenged and listened to by their teachers. Their experience and interests were drawn upon and acknowledged and teachers used opportunities to personalise information, materials and activities making learning very effective.

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.	Strength
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.	Strength
Comments	
<p>W1 There is a comprehensive critical incident plan in place, which shows evidence of expert input and includes useful appendices highlighting procedures for lockdowns and missing students, for example. Sensitive briefings for students and group leaders take place and all staff are aware of their responsibilities in this area.</p> <p>W2 Student wellbeing is central to the ethos of the school and students receive very good pastoral care from staff. There are excellent record keeping procedures in place and key staff have undertaken further training, such as mental health first aid, to support students.</p> <p>W3 Tolerance and respect also feature in the organisation's ethos and well-expressed and clearly presented policies to foster inclusivity, diversity and gender identity appear in handbooks and student orientation sessions.</p> <p>W5 Up-to-date and comprehensive information is shared with students and group leaders in multiple formats including personalised booking confirmations, attractively presented handbooks, and an electronic display in the student coffee lounge.</p> <p>W6 A suitable number of staff have received first aid training. There are first aid boxes on every floor, and the school has access to a defibrillator at the doctor's surgery in the next-door building. Staff are available to accompany students to health care services, if necessary.</p>	
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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.	Met
Comments	
<p>W7 The accommodation seen was of a high standard and hosts demonstrated a good awareness of their current and past students. Student and group leader feedback was consistently positive in this area.</p> <p>W9 Homestays are managed by a knowledgeable, experienced team who know the families well and carefully match students according to their needs and interests. Spreadsheets contain comprehensive information on the hosts, the home and previous student feedback.</p> <p>W10 Students receive personalised information about travel between the homestay and the teaching premises, in addition to photos and a pen portrait of the family. A very useful guide to staying with a homestay is also made available to all students.</p> <p>W12 A very well-presented 'homestay handbook and terms and conditions' document provides useful information and guidance for hosts, including the organisation's rules and expectations. Hosts spoken to demonstrated a good awareness of their responsibilities and commented that they were kept up to date with any changes, particularly regarding safeguarding under 18s.</p>	
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.	Met
Comments	
All relevant criteria in this subsection are fully met.	
Leisure opportunities	
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.	Strength
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.	Met
Comments	
<p>W19 An electronic presentation in the coffee lounge provides up-to-date information on things to do in the local area and further afield. Tourist information leaflets are also displayed at reception and a weekly "where can you find this in York" photo encourages students to engage with the local community. Staff are available to help with travel arrangements and bookings.</p> <p>W20 The activities programmes are varied and interesting, and entirely suitable to the age and interests of the students on each course. Consideration is given to students on longer courses.</p> <p>W21 Activities are well organised and include itineraries and information sheets for the teachers or activity staff leading them. The leisure programme organisers seek regular feedback from students and are responsive to special requests. Group leaders on closed group courses can select from a menu of popular activities.</p>	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Not 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.	Met
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 accepts students aged 16+ on adult courses and aged 14–17 on closed group programmes. Parental consent forms must be completed before any under 18 student is accepted. At the time of the inspection all students on adult courses were aged 18 and above. There were 19 students aged under 18 on closed group courses.

S1 The comprehensive safeguarding policy is supported by a range of relevant practical documents including codes of conduct and incident reporting procedures. There is evidence of expert input into the framing of the policy.
 S2 In addition to the DSL, five members of the management team have received Specialist training. Abridged versions of the policy are made available to homestay hosts, group leaders, students, and visitors to the school.
 S4 Safer recruitment procedures had not been followed for one of the recently recruited members of staff.
 S5 Supervision during scheduled lessons and activities is well managed and care is taken to ensure under 18s have minimal contact with adult students, unless they are enrolled on the adult programme. There are separate leisure programmes for students of different ages and interests.

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	June 1982 (EiY as SLS)
Last full inspection	2017 then 21-22 February 2022 (Compliance only)

Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	PinT (Partners in Training) - Partners In Training led by Jonathan Raine
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	ESE (Malta) - ESE and YA are members of Claret Group.

Private sector

Date of foundation	October 2003
Ownership	Name of company: York Associates International Ltd Company number: 04943654
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	None

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	23	72
Full-time ELT (15+ hours per week) aged 16–17 years	0	23
Full-time ELT (15+ hours per week) aged under 16	19	5
Part-time ELT aged 18 years and over	1	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	43	100
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30 (average 29)	16–25
Adult programmes: typical length of stay	4–12 weeks	4–6 weeks
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian	Kuwaiti, Saudi Arabian, Spanish, Italian
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–2 weeks	1–2 weeks
Junior programmes: predominant nationalities	Spanish, Italian, French, Austrian	Spanish, Italian

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	11
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	4	
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 and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2
Comments	
Operations & Academic Manager does not teach. Director of Studies on cover only.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	5
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	8
Comments	
All teachers scheduled to teach were observed.	

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	8	19
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	0
Staying in privately rented rooms/flats	14	0
Overall totals adults/under 18s	24	19
Overall total adults + under 18s	43	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.