

Organisation name	English in York
Inspection date	21–22 February 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M19, W11 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited English in York in February 2022. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

In 2016 English in York (EIY) took part in a merger to become part of York Associates International Limited (YAIL), a training company in York which is part of the Claret Group. The company also owns a school in Malta. EIY has one senior director who initially acted as the general manager and has subsequently been appointed Managing Director (MD) of the whole of YAIL in January 2017.

After becoming part of YAIL, the management structure of EIY remained stable with the director of studies (DoS) and her assistant (ADoS) continuing to report to the MD. A new post of director of English language teaching (DELTA) was appointed from early 2022. The DOS and ADoS now both report to him. The teachers and the non-academic staff remain stable, as does the general running of the school.

This compliance-only inspection, which was conducted remotely, lasted one and a half days. Meetings were held with the MD, DELTA, DoS, ADoS, human resources coordinator and accommodation officer (AO). Focus groups were held with the teachers and the students. A virtual tour of the premises was provided in advance of the inspection. All the teachers were observed. One inspector carried out virtual visits of two homestays.

Address of main site/head office

Peasholme House, St Saviour's Place, York YO1 7PJ

Description of sites observed

EIY is based in Peasholme House, a large, three-storey Georgian mansion in a quiet street near the centre of York. EIY shares the building with its sister school, York Associates (YA).

Two of the seven basement rooms are used as teachers' preparation rooms and a further room in the basement is shared with YA staff when necessary. A large room on the ground floor doubles as reception/office and students' lounge and there are two classrooms on the first floor. On the second floor there are a further five classrooms, a computer room for students' use and an office for a separate division of YAIL. 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.

Although rooms are allocated to each of the schools occupying the building, the arrangements are flexible and weekly meetings take place between managers of both schools to negotiate rooming. At busy times, classrooms are also rented in conference facilities at a local hotel about five minutes' walk from the school, although this has not happened since 2019.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school runs general English and examination preparation courses for adults and young people aged 16+, closed group junior courses (16+) on the school premises and one closed junior course for students aged 14+ is run on external premises arranged and managed by the client. The school also offers group and one-to-one ESP and EAP classes on request.

Management profile

The DELT has overall responsibility for the management of the school and reports to the MD. On a day-to-day basis the academic programme, student welfare and leisure programmes are managed by the DoS and her ADoS. The AO is responsible for housing all students. The MD oversees marketing and admissions.

Accommodation profile

English in York has a database of around 104 homestay hosts from before the start of the pandemic. It is anticipated that some of these will no longer wish to provide accommodation; at the time of inspection, the AO was in the process of contacting all of them. Currently there are 14 active hosts and a further six homestays provided by an accommodation agency based in York.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively, although recruitment and attendance policies require more detail and clarity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an appropriate environment for work and relaxation. An extensive range of learning resources is available and appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design meets students' needs effectively, and learners are managed and supported well. Teachers receive very good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Students are well cared for by competent staff in a safe and secure environment. They are provided with sufficient information and advice to enable them to live comfortably and make the most of their time in York. Accommodation is well managed and of a high standard, although some checks were incomplete. The leisure programme is interesting and varied and students are given information about what is happening locally.

Safeguarding under 18s

The provision meets the section standard. Training for staff is good as is contact between the school and the students' parents or guardians. Although safer recruitment procedures are in place some staff files did not contain all of the necessary references and suitability checks.

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.	Met

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The goals and values of the organisation are clearly communicated to staff and there is effective planning of future objectives. The structure of the organisation is appropriate, and is well understood by staff. There is an appropriate level of formal and informal communication at each level of the organisation, although director and board meetings should be recorded or minuted more formally. Feedback is collected from staff and students but while there is evidence of feedback and action taken, the provider should consider more formal ways of recording them. A detailed self-evaluation document is in place and up to date.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies and procedures are generally well covered and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff and most are reviewed regularly. The recruitment policy and procedures are generally appropriate, although the policy does not clearly specify how and when references are to be taken and references had not been secured for all members of staff sampled. Induction procedures are effective and appraisal procedures are thorough and include target setting for staff. All staff are engaged with continuous professional development, and are offered a range of activities, particularly academic staff who have excellent opportunities.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Students commented very positively on the helpfulness and friendliness of all staff. Staff and school systems ensure that there is excellent customer service. Pre-arrival advice and guidance is comprehensive. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. There is a not a clear and effective policy on student attendance and punctuality that is known by all staff and students and applied consistently. The conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students and their sponsors.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

The school's main medium of publicity is its website. In addition, it has a social media presence.

Publicity is generally accurate and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English. Course information is available, easy to find and accurate. Costs of tuition, additional materials and accommodation are clearly stated. There is sufficient information given in regard to the admission of students under 18, including a description of the level of care and support given to those students. The description of accommodation is accurate, and claims to accreditation are in line with Scheme requirements.

Premises and resources

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

A video tour of the premises showed that the school building is in a good state of repair and decoration, and there are effective systems in place for cleaning and maintenance. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout. There are excellent facilities in place for students to relax, and sufficient facilities for staff to work and relax. Signage is generally effective, and exits are clearly signposted. Noticeboards contain all required information for staff and students.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

There is an excellent selection of learning resources for students and teachers, and both commented very positively about the materials available to them. Technology at the school is well maintained. There is a limited but sufficient range of self-study material available for students and guidance is provided by teachers and the academic leadership team. While the review and development of resources is planned, the school would benefit from a formal written policy documenting this process, and a budget to support the strategic development of resources.

Teaching and learning

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

Comments

All members of the current teaching team have a Level 6 qualification. Eight of the teachers are TEFLI and one is TEFLQ. The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. The DoS and DELT are TEFLQ with a lot of relevant teaching and management experience. The ADoS has received training, but the school does not have evidence of her TEFLI qualification. A rationale was provided for the ADoS, including extensive teaching observation records. The rationale was accepted in the context of this inspection because of her deployment, the strength of the academic management team and because of her extensive experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

The academic management team has a very good knowledge of the teachers' experience and skills, and teachers are matched appropriately to courses. The timetabling of students, teachers and courses is well planned and managed. Cover arrangements are good. While the school is warm and welcoming to new students, there is very little information and guidance for teachers on continuous enrolment. The teacher focus group confirmed that the academic management team is available and supportive, and there is evidence of good day-to-day support. There are effective systems in place for the formal and informal observation and monitoring of teachers' performance.

Course design and implementation	Met
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design has a clear rationale and structure and is well suited to the students and the teachers. It is clearly communicated to teachers and students, although course outlines for students could be presented in more student-friendly language. Courses are reviewed in response to student and teacher feedback, although reviews could be planned more strategically. Learning strategies are central to the students' learning experience, and are focused on in induction and in the weekly planner, as well as during classes and through homework. Teachers provide students with a good range of strategies for learning outside of the classroom, including weekly tips for all students.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Placement testing is thorough and comprehensive. The monitoring of student progress is effective and recorded, and monthly tutorials with teachers ensure that students receive personalised guidance and support for their learning. Assessment is integrated into courses. Academic reports are available on request, and advice regarding examinations and access to mainstream UK education is appropriate.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English

Comments

One of the nine teachers teaching during the week of the inspection was not timetabled to teach on the days of the inspection and was not observed.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers produced clear accurate models of the language accompanied by appropriate relevant explanations and some excellent modelling to demonstrate meaning. There was a strong focus on pronunciation to support students with first language interference. Occasionally, teachers used technical metalanguage which was not student friendly.

T24 Plans included student profiles, which clearly identified learners' needs, learning styles and cultural backgrounds. Objectives were appropriate to the level and profile of the students, although overall, lesson plans could have referred more explicitly to the student profiles.

T25 In general, lessons were planned to include a coherent set of activities progressing towards a clear learning outcome. The outcomes were checked on by teachers and noted by students.

T26 A range of techniques including questioning, nomination and concept checking was used confidently by teachers. Teachers demonstrated flexibility to maintain students' attention by adjusting the pace of classes.

T27 There was effective use of audio-visual equipment and technology including interactive whiteboards. In most segments, there was good use of the whole learning space and the students themselves as a resource.

T28 There was a range of techniques for giving students feedback, including self and peer correction, echo, gesture as well as effective use of praise. Teachers also supported individual students effectively and appropriately during classes. However, there were some examples of missed opportunities for correction of pronunciation in the classroom.

T29 In most cases, shorter coursebook-based activities ensured that learning was being monitored as lessons progressed, and there were good examples of referral to previous lessons or prior learning.

T30 There was an excellent friendly, supportive and challenging learning atmosphere in nearly all classes, and students were engaged. Teachers demonstrated a high-level awareness of students' needs.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good with most being good against the criteria. Teachers' knowledge of the language and of learners' needs in relation to it was excellent. The topics and content of lessons were well chosen to reflect the learners' needs and interests, and appropriate learning outcomes were usually shared with learners. Classroom resources were used effectively, and teaching techniques were employed confidently and to good effect. Teachers provided students with ongoing feedback, and created a positive learning atmosphere.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

A clear risk assessment procedure is in place to ensure the safety and security of students on school premises and there is a suitable emergency action plan, updated annually. Student wellbeing is central to the ethos of the school and students receive very good pastoral care from staff; posters with staff photos and names of who to approach with any problems are displayed throughout the school and shown to students on a slide show at induction. Policies are in place to promote good behaviour, and all students spoken to felt that they were well looked after.

Accommodation (W9–W22 as applicable)

Met

All accommodation

W9 Students have a comfortable living environment throughout their stay.

Met

W10 Arrangements for cleaning and laundry are satisfactory.

Met

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.

Not met

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.

Met

W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.

Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.

Met

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.

Met

Comments

All the facilities and services expected of homestays are provided and the students in homestay accommodation at the time of the inspection expressed a high degree of satisfaction with their hosts and their accommodation. The accommodation visited remotely appeared to be of an exceptionally high standard. The accommodation officer had been re-employed shortly before the inspection, having been first furloughed and then made redundant. Records of checks carried out before the pandemic were detailed and clear and the accommodation officer has started a programme of visits and rechecks. However, because of this situation, some records are currently incomplete (W11). Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay host. Rules, terms and conditions are made very clear to homestay providers. Homestay providers spoken to had worked with E1Y for many years and spoke highly of their close working relationship with the school.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.

Met

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W19 English is the language of communication within the homestay home.

Met

W20 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

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

Met

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

Met

Comments

All criteria in this subsection are fully met.

Leisure opportunities

Met

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
Students are given regular updates of what is happening locally and a wealth of information about current leisure and cultural possibilities. An interesting and varied selection of activities is offered, entirely appropriate for the type of students in the school, accompanied by clear risk assessments.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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. Parental consent forms must be completed before any under 18 student is accepted. At the time of the inspection all students were aged 18 and above.

A comprehensive safeguarding policy is in place, distributed to all staff and made available on the website. Training for staff is good and refreshed every year; they are regularly reminded about the importance the school places on safeguarding through posters, notices and the innovative 'safeguarding question of the week'. Homestay hosts are given 'Key elements of safeguarding' as well as regular training and must sign to say they have read and understood the key points. The supervision of students during scheduled activities is suitable, as is the parental consent form. Some staff files were incomplete, lacking two references or suitability checks (S4).

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 (as SLS)
Last full inspection	October 2016
Subsequent spot check (if applicable)	N/a
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	N/a
Other related accredited schools/centres/affiliates	York Associates
Other related non-accredited schools/centres/affiliates	ESE, Malta; ETI, Malta

Private sector

Date of foundation	1984
Ownership	Name of company: York Associates International Ltd Company number: 04943654
Other accreditation/inspection	N/a

Premises profile

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	Double Tree by Hilton Hotel St Maurice's Road, York YO31 7JA

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	37	75
Full-time ELT (15+ hours per week) aged 16–17 years	0	25
Full-time ELT (15+ hours per week) aged under 16	0	0
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	37	100
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	16
Adult programmes: typical age range	18–25	16–50
Adult programmes: typical length of stay	4 weeks to 9 months	1 week to 9 months
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian	Italian, Kuwaiti, Saudi Arabian

Staff profile

	At inspection	In peak week (organisation's estimate)
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Total number of teachers on eligible ELT courses	9	12
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
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 three years relevant experience	1
Total	3

Comments

The academic management team consists of the DELT, DoS and ADoS, who do not teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	24	0
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	11	0
Overall totals adults/under 18s	37	0
Overall total adults + under 18s	37	