

Organisation name	English in York
Inspection date	4–5 October 2016

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 English in York in October 2016. 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 and professional English for adults (16+) and for closed groups of under 18s and adults (16+).

Strengths were noted in the areas of academic management, course design, teaching, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	June 1982 (as SLS)
Last full inspection	April 2012
Subsequent spot check (if applicable)	August 2012 and February 2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	February 2015
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	SLS, York; ESE, Malta; ETI, Malta

Private sector

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

Premises profile

Address of main site	Peasholme House St Saviours Place York YO1 7PJ
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	Best Western Monk Bar Hotel St Maurice's Rd, York YO31 7JA
Profile of sites visited	<p>Following a takeover by York Associates International Ltd in June 2016, English in York moved into Peasholme House, which they share with York Associates. This arrangement is temporary and York Associates plans to move into different premises in January 2017, leaving English in York to occupy the whole building.</p> <p>Peasholme House is a large, three-storey Georgian mansion in a quiet street near the centre of York. Two of the seven basement rooms are used as teachers' preparation rooms and a further room in the basement is shared with York Associates staff when necessary. A large room on the first 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 small computer room for students' use and an administration office. 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.</p> <p>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. Each year English in York also provides week-long courses of English classes to a closed group of girls from a German convent school; rooms are booked by the sponsor at St Bede's Pastoral Centre at the Bar Convent in York.</p>

Student profile

	At inspection	In peak week: October (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	21	65

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

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	15	6
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	21	6
Overall total adults + under 18s	27	

Introduction

English in York has undergone significant changes in the past year following the retirement of five of its six partners. It has now been taken over by York Associates, which is part of the Claret Group, and during the summer, English in York relocated to the same building as York Associates. This is seen as a temporary arrangement, as York Associates plan to relocate in early 2017, leaving English in York to occupy the whole of the building. The Claret Group also own a school in Malta (ESE) and links are being formed between the Malta school and English in York. The remaining partner is the general manager of English in York, as well as one of four directors of York Associates, and he is very involved in the management of operations in both schools.

Following the takeover, the management structure of English in York has remained stable with the director of studies (DoS) and her assistant (ADoS) continuing to report to the general manager. The teachers and the non-academic staff remain the same, as does the general running of the school. All staff and students reported very little disruption during the move and there has been no change in the programmes or services offered.

The inspection lasted two days. Meetings were held with the general manager, the DoS, the ADoS, the sales and administration manager, the sales and marketing officer, the accommodation and welfare officer, and the facilities and support officer. A brief meeting was held with the director of York Associates. Focus groups were held with the teachers and the students. All the teachers were observed. One inspector inspected the additional premises used for teaching and three homestays.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The structure of management and lines of reporting are clear to all staff and are unchanged following the takeover during the summer. Cover arrangements among the management team are effective; duties are listed and handover notes are produced when necessary.

M3 Job descriptions are produced for all staff except the general manager. Responsibility for safeguarding was not listed in the duties of the safeguarding leads. This was rectified during the inspection and is no longer a point to be addressed.

M4 Communication among the staff is very good and there is a strong line of communication between the two companies operating within the building. Daily meetings take place between the general manager and the DoS and ADoS but these meetings are not minuted. Weekly meetings for teachers and for administrative staff are minuted. The DoS meets the director of York Associates every week to plan rooming for the following week.

M5 Appropriate human resources policies exist and are applied for all staff.

M6 There was no evidence to support the claim by one of the teachers that she held an award that would qualify her as TEFLI.

M7 A one-day induction takes place for new staff in which documentation and mandatory training is completed and staff are introduced to the relevant systems. Teachers have an opportunity to observe classes. An induction checklist is completed.

M8 Six monthly appraisals are conducted for all academic staff except the DoS, who does not have a formal appraisal. Non-academic staff have appraisals by the sales and administration manager. Any unsatisfactory performance by teachers is dealt with sensitively through developmental observations and consultation with the DoS. There is documented evidence of this procedure having been carried out successfully.

M9 There is a comprehensive policy of continuing professional development (CPD) available to teachers. Regular training takes place in teachers' meetings and academic staff are encouraged to share articles, materials and good practice. A system of reflective 'self-observation' is in practice and documented in teachers' records. The school subscribes to a number of relevant publications and financial support is given to attend external training, after which staff are asked to cascade information. Non-academic staff also receive extensive training related to their roles and funding is offered for attendance at relevant external CPD training.

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 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 A strong team of staff and sufficient resources are available year round to handle student administration efficiently. Staff know each other's roles well and cover arrangements are effective. Student details are stored centrally and staff are able to retrieve specific information on students. All administrative staff worked well together and someone was available at all times in the "open door" office.

M13 Contact details are stored on a commercial database. Although this is not accessible remotely, a 'weekend folder' containing students' local and emergency contact details is taken home by a member of the team responsible for the emergency phone.

M14 A clear policy in simple written form is known to staff and students. Sponsored students sign in daily and absences are followed up promptly.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Although there is no formal quality review cycle, there is email evidence of discussions which show a commitment to continuing improvement. The recent move to a more suitable building and comments on feedback forms are evidence of ongoing review and development.

M18 Students are regularly asked to give feedback and staff sign that feedback has been seen. There is a comments box on feedback forms to note action taken.

M19 In addition to their appraisals, teachers complete a monthly questionnaire in which they have the opportunity to note levels of satisfaction. This was particularly useful during the period of uncertainty before the takeover. Teachers are invited to add agenda items to their weekly meetings and staff reported that they feel their voice is heard.

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 type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a printed brochure, a website and social media.

M22 Photographs used in publicity give rise to realistic expectations.

M23 Course descriptions would benefit from further detail of course objectives and an outline of content.

M26 A comprehensive accommodation handbook available on the website gives detailed information about the

services offered.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students and in accordance with its publicity. Most aspects of management are rigorous and student administration is efficient and thorough. Publicity gives a fair picture of the services offered at the school.

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 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 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 Classrooms vary in size but are selected appropriately according to the size of the group. Students can gather in a large coffee lounge or in the external areas outside class time. Adequate space is available for administrative staff. The teachers' rooms are adequate but rather cramped and dark.

R3 The classrooms are comfortable and light. All classrooms are furnished with boardroom tables, which better suits the larger rooms where there is more space for freedom of movement.

R4 Hot drinks are available from a drinks machine in the coffee room. The school is located within a few minutes' walk from a range of cafés and shops.

R6 Three small teachers' preparation rooms are available in the basement. The space is adequate but the rooms are made uncomfortable by the noise from fans and the lack of fresh air and natural light. Teachers are invited to prepare lessons or have meetings in one of the classrooms, but this is located two floors away from the resources.

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 checked="" 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 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 A wide range of learning materials is available and the academic management team keep up to date with current publications. All students receive appropriate coursebooks, the cost of which is included in their fees.

R8 Teachers have access to printed and electronic supplementary resources. The school responds promptly to teachers' suggestions for resources and ideas are routinely discussed in meetings.

R9 Classrooms are equipped with computers and projectors which are maintained by an external IT company. CPD includes training in their use and ideas for teaching. The computers are outdated and staff reported that they are unreliable.

R10 A quiet room with four computers is available for self-study and the school is developing an online student zone, available on all the school computers, which contains links to useful websites for study as well as information about the school and the local area. A small supply of graded readers is available for loan in the coffee lounge.

R11 Guidance on the use of the student zone is given in induction and by teachers, who book the computer room for classes. Staff are always available in the coffee lounge during break times to advise on the choice of readers.

R12 Teachers are encouraged to comment on the resources in their monthly feedback and in meetings. Visits from

publishers' representatives and student feedback also inform decisions about resources.

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. The students are provided with comfortable classrooms and space for relaxation. The teachers' rooms do not offer the same level of comfort, however, and computers for teachers are in need of an update.

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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T2 Three of the teachers do not hold appropriate TESOL qualifications. All have been with the parent company for over 20 years. Another long-standing teacher has an historical award which is accepted in her country as TEFLI equivalent. No published details of the award, which has not been offered since the 1980s, are available. A qualifications evaluation exercise, using input from the teacher herself and the accrediting body in her country, shows that it is safe to consider the qualification TEFLI.

T3 The rationales for the three teachers who are not TEFLI were accepted in the context of this inspection. All three teachers have QTS and each has approximately thirty years' ELT teaching experience. Two teachers also have a subject-related Level 7 qualification. The teachers all have a long service at the school and are provided with a substantial CPD programme and annual formal lesson observations.

T4 The ADoS is not TEFLQ but her duties are appropriate to her level of qualification and she is well supported by the DoS.

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 checked="" 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 checked="" 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

T6 Teachers are matched to classes according to teachers' preferences, skills and strengths and consideration is also given to maintaining continuity for students. Less experienced teachers are given more homogenous classes at levels familiar to them from their initial training.

T7 Rooms are allocated according to the size of the groups and additional rooms can be negotiated with York Associates. At busier times, rooms are rented in a local hotel conference facility, and care is taken to ensure students who use the hotel rooms also have classes in the school building for half the day.

T8 Cover arrangements are effective; both the ADoS and the DoS can provide emergency cover and teachers are available to cover planned absences.

T9 Before going into class, new students have a meeting with one of the academic managers, in which they are given a summary of recent work covered, and suggestions are made about how to catch up. CPD sessions are given on how best to manage continuous enrolment and good practice is shared among the staff. Strategies are used that best suit the group and level. Book maps and weekly plans are displayed on the classroom noticeboards.

T10 Teachers reported that they feel well supported by the academic management team. Teachers working off site

are visited daily by the DoS or the ADoS. CPD sessions take place every two weeks. Teachers are encouraged to lead CPD sessions and when external training is attended, the information is cascaded to other staff.

T11 Teachers receive at least one formal observation by the DoS annually and further developmental observations take place on request or in response to negative feedback from students. New teachers are observed within the first few weeks of appointment. Written feedback is clear and offers useful developmental advice. Informal buzz observations carried out by the ADoS help to inform the CPD programme. Teachers are also encouraged to observe their peers and complete self-evaluations after teaching.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The coursebook provides the syllabus for morning classes, and afternoon classes for general English above beginner level are topic based with a communicative focus. Links are drawn between morning and afternoon classes and teachers are well supported by the academic managers to ensure cohesion and continuity.

T14 A very effective 'daisy' diagram is produced by teachers every week and displayed in the classrooms. The diagrams give an outline of the structure of the key features of lessons for that week and are broken down into skills and language items. They are easy to read with effective use of colour and blocking.

T15 The school produces a leaflet each week with advice on good learning strategies. These leaflets are archived in a folder in the coffee lounge for students' reference. The online 'student zone' gives advice for study and includes links to useful websites. Regular homework is given and strategies such as drafting of written work are encouraged. CPD is given to teachers on how to label new language.

T16 The school produces a weekly leaflet called 'English is all around you', which encourages students to notice and use English outside class. Ideas for the strategies are suggested by staff and the leaflets are archived for students' reference. Cards with prompts for conversation are placed on the tables in the coffee room, students are taken out of class to practise the language in the local environment and there is a regular and popular leisure programme. Students are also given information about free local events and advised on how to interact with their host families.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Weekly tests, daily homework tasks and monthly tutorials are routine.

T19 Students are given appropriate information from qualified staff. Practice tests are offered to students who wish to try an exam and advice is given on sourcing practice materials.

T21 Academic reports are written for sponsored students and for those students who request them.

Classroom observation record

Number of teachers seen	7
Number of observations	8
Parts of programme(s) observed	Inspectors observed different lesson types on the general English programme and all levels from beginner to advanced. One-to-one and

examination preparation classes were also observed.

Comments

One teacher was observed more than once to ensure that the full range of the provision was seen.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 showed very good language awareness in the lesson segments observed. Accurate oral and written models were provided and there were some good examples of labelling of new language and use of precise terminology. In some segments there were missed opportunities for dealing with pronunciation systematically and support through such means as the use of the IPA was limited.

T24 Student profiles were extremely detailed and lesson plans reflected the stated needs of the students. Lesson content was universally appropriate and teachers demonstrated an awareness and responsiveness to their students' needs.

T25 Learning outcomes were clearly identified and shared with learners. Lesson content showed consideration for a cohesive weekly programme of study, discussed among the team and planned on an in-house 'daisy' diagram displayed in each classroom.

T26 Teachers demonstrated a range of techniques for eliciting, prompting and checking understanding. The stronger segments introduced effective "stretch and challenge activities" and focused on learner training exercises. A smaller number of lesson segments were more teacher centred and there were missed opportunities for encouraging student interaction.

T27 A wide range of resources was used for teaching including well-managed use of audio, computers for students, internet materials, cut-ups and good coursebook supplementation. The whiteboard was used well, with clear zoning and use of colour.

T28 Feedback was constructive and encouraging. Teachers gave instant feedback and examples of feedback on written work and teachers taking notes for delayed feedback were observed. Techniques were also used to encourage self and peer correction.

T29 Most lessons contained short assessment activities and there were some good examples of concept checking and the linking of lesson content to previous learning.

T30 Teachers had a good rapport with their students and lessons were purposeful and well paced. Teachers' language was generally graded appropriately and topics were relevant to the interests of students. With few exceptions, students were appropriately challenged and fully engaged in their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from satisfactory to excellent, with the majority being good. Planning was thorough and took full account of the students' needs and interests. Printed and online materials were used effectively and a wide range of teaching techniques was observed. Resources were used effectively. Feedback and correction were handled well and there was a positive atmosphere in all classes. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Three of the teachers do not hold an appropriate qualification but they take part in a substantial CPD programme and are given sufficient support. Academic management is thorough and effective. Course design is based on stated principles understood by all and is cohesive and systematic. Students are given very useful advice on how to develop learning techniques and how to develop their language skills outside the classroom. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Teaching* are areas of strength.

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 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	

Comments

W1 Risk assessments are carried out and updated to allow for changes of circumstances. Evidence was seen of fire drills taking place at least twice per year. The entry door to the school is coded. Two members of staff are trained first aiders.

W2 Pastoral care of all students, and especially under 18s, is given high priority, and provision of student support at appropriate levels is expected of all staff, hosts and group leaders, as well as named welfare staff. A photo-board makes staff areas of responsibility clear to students and induction, together with the student handbook, reinforces this information. Tutorials are provided for long-term students and the welfare officer meets individual under 18s at least once per week. Two prayer rooms are available at specified times and other arrangements are made to take account of needs arising from religious observance.

W3 A fully trained and well-experienced welfare and accommodation officer is known to staff and students. Students in the focus group were well aware of her responsibilities and could provide instances of having had recourse to effective help supplied by her.

W4 The school has a clear policy on dealing with unacceptable behaviour. Statements in the staff handbook and the student handbook explained the policy satisfactorily, but improved versions were produced by the end of the inspection, plus a poster to be added to noticeboards. The school is responding very well with regard to its Prevent duty in that there is a clear policy and a full risk assessment has been carried out and all staff and a number of homestay providers have completed online prevent training. The school also operates an e-learning safety policy.

W5 The emergency contact number is made available in a number of ways, including documents sent to students before arrival, at induction when students are told to put the number into their phones, on the student card, and on wristbands supplied to under 18s. It is provided for homestay hosts, group leaders and parents. Responsibility for the emergency phone is shared.

W6 Detailed information is provided to individual students about travel to the school or homestay from various points of entry into the UK. It includes advice about airport arrival procedures, telephone numbers to contact in case of emergencies, recommended taxi companies to use and estimated costs, and websites of public transport providers. A pick-up service organised by the school is bookable at extra cost at the time of application. This service is strongly recommended for under 18s.

W7 All items of information and advice listed in this criterion are covered in pre-arrival information, at induction and through notices or advice to contact specific staff.

W8 All relevant information is provided. Long-term students are helped to fill in a GP registration form and registration is checked.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation only and always recommends this to students, including providing an outline of benefits and clear information about provision and costs. There are over 100 providers on the active list with some specialising in under 18s and others providing executive accommodation. Just over 30 hosts are almost constantly in use. Under 18s must stay in homestay accommodation unless they are with their own family or a relative. Some homestays are within walking distance, and all are on frequent bus routes and within a maximum of 30 minutes' travel to the school. Three standard homestay providers, including one hosting an under 18-student, were inspected.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 A code of practice, which covers all points in this criterion, is included as part of the contract agreed to and signed by hosts. This is renewed annually. Students are given a clear list of what they should be provided with. The homestays visited were found to be perfectly satisfactory in that they provided a safe, comfortable, friendly home and hosts showed a genuine interest in their students.

W10 All prospective homestay accommodation is inspected by the fully-trained and experienced accommodation officer, using a clear checklist which includes seeing an up-to-date Gas Safe certificate and makes clear the requirement for a fire risk assessment to be carried out before placing a student, for which a helpful prompt sheet is provided. Feedback on new hosts is checked early and all evaluation findings are recorded on a comprehensive computer system.

W11 Revisits by the accommodation officer take place at least once every two years, using a re-visit form which includes checks of Gas Safe certificates and up-to-date fire risk assessments. Hosts who take students from other institutions are noted and checked. Annual updates of Gas Safe certificates are recorded.

W12 Evidence was seen of re-visits and up-dating of information about providers. Those due a re-visit can easily be identified through the computer system. All student feedback is shared with hosts and is recorded.

W13 Copies of letters to hosts and students were sampled and were found to be timely, clear and useful. Students are given details about travelling from homestay to the school and a pen portrait of the provider. Hosts are given arrival details and encouraged to contact the student before travel.

W14 Student satisfaction with homestay accommodation is checked orally on the first day and through a simple, written evaluation form within the first week. A more detailed end-of-stay form is also collected, recorded and shared with providers. Action taken to follow up problems is recorded. Students in the focus group were well aware of who to contact in case of problems. Students confirmed the impression gleaned from the evaluation forms that there is a high level of satisfaction with homestay accommodation.

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 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

W17 All three homestay hosts inspected were well aware of rules, terms and conditions as expressed in their contracts. The host accommodating under 18s was fully aware of the extra requirements for that age group and especially the curfew arrangements. All spoke highly of clear and swift channels of communication with the accommodation officer.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments

Although students in the summer occasionally ask about residential accommodation, only website addresses are provided. The school does not make any bookings but does check that the accommodation is satisfactory.

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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 A useful, two-page document offering advice about what to check when considering private rental accommodation is available for students who request it, and help is available if needed.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about York and the surrounding areas is provided before arrival, through the handbook and at induction. Leaflets about local events and places to visit are in evidence and a useful notice giving suggestions of what students might do after class and at weekends is displayed on the noticeboards, which also have photographs of activities that students have taken part in. The school's social media is used to encourage students to make use of their time by taking advantage of what is on offer, especially if it is free.

W27 The school's own social programme consists of at least one activity per week, which could include bowling, late-night shopping, cinema, theatre and pub visits, and an excursion to any of the places of historical, cultural or natural interest in York itself or the surrounding area at weekends. Fuller programmes are organised in the summer and for closed groups. EiY staff always accompany students and supervise the activities. The programme is well organised, well resourced and well publicised through attractive posters, personal encouragement by staff, sign-up lists and social media.

W28 Useful risk assessments were seen for all activities. They are drawn up by the activities officer and supervising staff and include what to do in case of emergencies. All supervisors have attendance lists which include mobile phone numbers of participants and all are checked to see if they have the activity leader's emergency number. Specific points are added if the group includes under 18s. Risk assessments are evaluated after the activity and revised if necessary.

W29 Sporting activity is informal and currently offers football, supervised by a teacher who is a former coach and using nearby university premises and facilities, and running, which is organised and led by a member of staff who is a qualified first aider.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students benefit from a high level of pastoral care provided by all staff, and they are supplied with all the information and advice they need to enjoy a full and safe stay in York. Homestay accommodation is well managed, systematically evaluated and of a high standard. The leisure programme is interesting, varied and well resourced. *Care of students*, *Accommodation* and *Leisure opportunities* 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 checked="" 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

English in York accepts 16–17 year-olds on adult courses throughout the year with parental consent. Closed groups may include 14 year-olds; these courses are taught on separate premises. Under 18s must be accommodated in homestay unless they are living with family or relatives or, as in the case of some closed groups, the school is providing tuition only. Under 18s are only accommodated with hosts who have been DBS checked, have been made fully aware of the school's safeguarding policy and have completed the online basic awareness course. At the time of the inspection there were six under 18s enrolled. This is about average for during the year but the number increases in the summer months.

C1 The school has a clear and detailed safeguarding policy, based on professional advice, written in accessible English and in line with government legislation and local safeguarding board guidelines. It is linked to other school policies, for example the prevent policy, the safer recruitment policy and the code of practice for staff, group leaders and homestay hosts. It includes named lead persons and lists their responsibilities, describes possible symptoms to be aware of and outlines reporting procedures.

C2 The policy and procedures are made known to staff through the staff handbook, induction and staff training. (All staff have at least the online basic awareness certificate.) Homestay hosts are provided with a shortened version of the policy and are required to complete the online basic awareness training. Certificates are checked. The group leaders' handbook, which they receive before arrival, states very clearly what the policy covers and reporting procedures. Parents are made aware of the policy through the *Information to Parents* document and are referred to the full safeguarding policy which is linked to the website. The two designated persons have had training to advanced level. Students are informed through the handbook, which they receive before arrival and at their special induction.

C3 The website makes clear that under 18s are only accepted with parental consent. Parents are referred to the safeguarding policy linked to the website and to the information in the student handbook. They also receive a clear description of the level and type of support available to under 18s, both in school and in homestay accommodation, and the parental consent form includes signing to say they have read and understood the *Under 18s Guidance and Consent* document. This states clearly that students will not be supervised outside of class and scheduled activities. Students are not allowed to start classes until the signed document is received.

C4 The safer recruitment policy covers all relevant points. All staff and all main carers in homestay accommodation are DBS checked. Recently recruited homestay hosts must provide two referees and evidence of follow-up was seen. Recently appointed staff also provide two referees; in the case of the two staff involved, both had only one reference on file at the time of the inspection but second references were sent to the inspectors within a few days of the inspection. All reference requests ask specifically if there is any reason why the applicant should not work with under 18s. Police checks are required of group leaders. Taxi and coach companies used by the school have produced written assurances that staff are DBS checked. The welfare and accommodation officer is aware of the need for all adults in the homestay to be DBS checked and has begun to put it into action by checking where it might be relevant.

C5 Closed groups with under 16s are not taught in the same premises as adults. They are supervised at break times by their group leaders. Although it is made clear that under 18s on adult courses are treated as adults, a number of systems are in place specifically for under 18s, for example they have a special induction session with the welfare and accommodation officer, who also meets them individually at least once per week; they must sign in every day on arrival; teachers know which of their students are under 18 and they must report any absence from class immediately; leisure programme staff are equally aware of under 18s and must include additional safeguards in the activity risk assessment; students are issued with an armband which has the emergency number on it.

C6 Although there are no rules about what students may or may not do outside of scheduled classes and activities, they are provided with a very useful *Stay Safe in York* document, are expected to be at their homestay for dinner in the evening and have a curfew set at 22.30, which they must adhere to. Homestay hosts are clear about what to do if the rules are infringed.

C7 Under 18s are all accommodated with suitable homestay host who, as part of their contract, undertake to always be present in the home overnight. Hosts and students are aware of what is expected of them and hosts are encouraged to contact the school if they have any concerns, using the emergency number if out of hours. All hosts provide breakfast and evening meal every day and full board at weekends.

C8 Parental consent forms, which must be completed before a student can start a course, include contact details; parents are provided with the school's emergency number in a number of ways.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. A comprehensive policy, trained and aware staff and clear procedures ensure that every effort is made to protect under 18 students. Parents are fully informed of the extent of support available to under 18s on adult courses and confirm that they have read and understood the relevant documents. Within school, some extra checks and support systems are in place, and some rules with regard to safety outside of scheduled class and activity time are made clear to students and homestay hosts, including sanctions that can apply if rules are infringed. All contact details are clearly recorded and accessible if needed. *Care of under 18s* is an area of strength.
