British Council

Inspection report

Organisation name	Rose of York Language School, London
Inspection date	4–5 July 2023

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 W1, S4 and S8 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Rose of York Language School, London in July 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the area of student administration.

The inspection report noted a need for improvement in the areas of staff management, and course design.

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

Introduction

Rose of York is a privately owned English language school that was founded in 1989. Located in central London, the school offers year-round courses for students aged 16 and over. Young learner courses for students aged eight to 17 are also offered throughout the year, as well as in closed groups. Most students are recruited directly by the school or via international agents or educational tour operators.

Since the 2017 full inspection and the 2018 supplementary inspection, while the courses offered and the premises used remain largely unchanged, there have been several significant changes to the ownership and staffing structure of the school. There have been two new owners, the current director taking over full control of the company in June 2023 after working as a consultant to the previous owners since 2022. A chief executive officer was appointed in June 2023 with overall oversight of the operation. A new director of studies was appointed in 2022 and a new role of head of operations was created to cover enrolments, accommodation and welfare in the main.

This inspection lasted two days. Meetings were held with the director, the chief executive officer (CEO), the director of studies (DoS), the head of operations (HO), and the partnership manager (PM). Separate focus group meetings were held with a group of adult and with young learner students, and with teachers. The inspectors observed segments of lessons taught by all of the teachers on the timetable. One inspector conducted a virtual visit of a residence and conducted telephone meetings with the representatives of two accommodation agencies registered with the British Council.

Address of main site/head office

45 Oxford Street, London W1D 2DZ

Description of sites visited/observed

Rose of York Language School (ROY) is situated on three floors of a retail building in central London. The entrance is on the ground floor and stairs lead to the reception on the first floor. In the same area there is a partition wall behind which the Chief Executive Officer and Director of Studies work. Other administrative staff work in reception. On the same floor there is a student lounge separated from a classroom by glass partition walls. A short staircase leads to a unisex toilet and a further classroom. The second and third floors both have two classrooms, and a staircase leads to the teachers' room in the loft. There is another unisex toilet on the second floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comment

The main course for adults is the standard general English course, which runs for 15 hours a week in the morning or afternoon. The semi-intensive English programme comprises the standard course and a one-hour booster class daily. These classes usually offer additional practice in conversation. Students can make their course more intensive by following two booster classes per day. One-to-one classes are offered as required and can be combined with any of the standard course options.

Courses to prepare students for IELTS examinations are arranged when there is sufficient interest, and other external English examinations or English for specific purposes programmes are offered on demand, although these courses have not run for some time. The junior programmes run all year round. They provide a standard general English programme of 15 hours a week combined with an optional afternoon leisure programme. Closed group junior courses are arranged on demand.

Management profile

The CEO oversees the running of the school and reports to the director who is not permanently on site. He is supported by the HO who is responsible for student enquiries, front-of-house operations, compliance, and accommodation; the DoS who manages the academic and activity programmes, and is also the designated safeguarding lead; and the PM who is responsible for developing agent contacts and can also be called upon to teach during busy periods.

Accommodation profile

The school provides both homestay and residential accommodation, and the majority of this is provided through agencies registered with the British Council. The residential agency offers a range of options from single or twin ensuite rooms to house and flat shares. In addition, the school occasionally uses another residence that provides single and twin ensuite rooms.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values. The structure of the organisation is clear, although staffing levels are insufficient to deliver the provision and ensure continuity. Aspects of publicity are inaccurate and certain areas of staff management need attention. Student administration is carried out efficiently and effectively. *Student administration* is an area of strength. There is a need for improvement in *Staff management.*

Premises and resources
The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, although there is an over-reliance on photocopied materials.

Teaching and learning
The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive support, although there is a need for improvement in *Course design*. The administration of student learning is managed effectively. The teaching observed met the requirements of the Scheme.

Welfare and student services
The provision meets the section standard. Overall, the welfare of students is suitably managed, but there were some issues with the building with regard to junior students. Pastoral care is excellent, and a good range of accommodation is provided, mostly through agencies registered with the British Council. Any issues with accommodation are dealt with efficiently and effectively. The leisure programme for junior students makes good use of local attractions and is popular with students.

Safeguarding under 18s
The provision meets the section standard. There is a safeguarding policy in place, the training profile across the staff is good and supervision procedures are very effective. However, staff files were missing some required documents. Systems to ensure contact between the school and parents/guardians are not suitable as not all staff have 24/7 access to the parents' contact details.

Declaration of legal and regulatory compliance
Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Strength
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.	Not 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

M2 There are clear objectives for the future of the organisation, with strategic plans for initial recovery and stabilisation, financial security and eventual growth and expansion. Plans are regularly reviewed and monitored by the director.

M3 While the structure of the operation is clear, staffing levels are not always sufficient to ensure the effective delivery of the provision and ensure continuity at all times.

Staff management and development	Need for improvement
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.	Not 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.	Not 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.	Not 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

M9 Duties and responsibilities are not made clear for the Designated Safeguarding Lead and there is no process for the review and updating of job descriptions.

M10 References were not on file for some members of staff.

M11 There is comprehensive guidance for staff on inductions but insufficient documentation or records of induction for recently recruited staff.

M12 Appraisals have not been carried out on all members of staff and procedures do not currently cover all requirements.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Strength
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	
M14 Customer care is central to the organisation's ethos and staff have received training in customer care and effective communication skills. Students in the focus groups commented on the friendly and approachable staff in all departments. M16 There are clear procedures and standards for dealing with enrolments, cancellations, and refunds. Individual requests are handled with sensitivity and flexibility. M19 The attendance and punctuality policy is made clear to all stakeholders and there are robust procedures in place to ensure any issues are dealt with promptly.	

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.	Not 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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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 main source of publicity for the school is the website. They also have a presence on two social media platforms. M22 The video on the website features the old school premises and does not give rise to realistic expectations about the premises, location and facilities and resources available to students. This was removed during the inspection and is no longer a point to be addressed. M24 The minimum age advertised for both adult and junior courses is not enforced. M25 Enrolment fees include the cost of coursebooks but students attending both adult and junior courses received photocopied materials from a range of sources rather than coursebooks.	

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	
All criteria in this section are fully met.	

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.	Not 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	N/a

equipped and organised.	
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Lessons are heavily dependent on photocopied materials of coursebooks which are not acknowledged.	

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	
T2 Rationales were accepted in the context of this inspection for two members of the teaching team without ELT qualifications which meet Scheme requirements, based on their prior teaching experience, attendance at professional development sessions, and appropriate deployment.	

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.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	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.	Not met
Comments	
T7 Cover procedures do not currently ensure other areas of academic management are not adversely impacted. T10 Not all teachers have been formally observed.	

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not 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.	N/a
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.	Not 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.	Not met
Comments	

T11 The course design document and teacher guidelines do not reflect the needs and objectives of the current student demographic. The junior syllabus, in particular, is not appropriate.

T13 Written course outlines and weekly plans, including intended learning outcomes, are not made available to students on adult or junior programmes.

T15 Study and learning strategies are not systematically covered in course design documents.

T16 Strategies to help students develop their language skills outside the classroom do not feature in course design documents or guidance for teachers.

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.	Not met
Comments	
T22 Guidance on access to mainstream education is not available for students.	

Classroom observation record

Number of teachers seen	4
Number of observations	7
Parts of programme(s) observed	Adult general English and 'booster' classes, and junior general English.
Comments	
Due to last minute changes to the timetable resulting in fewer than expected teachers to be observed, it was necessary for both inspectors to observe all but one of the teachers.	

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.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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 provided clear and accurate models of spoken and written form on the whole. There was a good use of the phonemic script and a focus on aspects of punctuation in better segments. However, on some occasions incorrect models or grammatical terms were provided.

T24 No student profiles were provided so it was difficult to recognise how students' learning needs had been taken into account. Guidance in the handbook states that responding to students' needs is a fundamental part of course design but it was not clear how this was achieved.

T25 Student outcomes were clear on the lesson plans but these were not always made known to students, or were expressed as teaching aims rather than student objectives.

T26 A variety of teaching techniques was demonstrated, including elicitation, nomination, and some effective concept check questions, as well as gesture and mime and the use of drawings to aid comprehension.

T27 Whiteboards were mostly clear and well organised with a good use of colour. Instructions were not always checked. All students received photocopied handouts which were not referenced and varied in quality and presentation.

T28 Some good on-the-spot correction and isolated examples of peer teaching and correction were observed. Teachers monitored effectively, although feedback at the end of activities was limited. On occasions, pre-teaching of new lexis was not included where it would have greatly aided students in the completion of the task.

T29 All lessons included short activities with opportunities for feedback. There was some good use of personalisation and an appropriate use of competitive tasks for young learners' classes.

T30 Students were very engaged in most lessons and teachers had developed a good rapport with the learners. The pace of lessons was brisk and mostly student centred, although in isolated segments it was rather teacher dominated.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria, with the majority being satisfactory. Teachers provided appropriate models of language on the whole, although it was not clear now student needs had been addressed. Lesson plans were logically staged but outcomes were not made available to students. A range of useful teaching techniques was demonstrated, and materials were mostly appropriate in content. Classes were largely student centred but there were missed opportunities for feedback at times.

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.	Not 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.	Strength
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.	Not met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Although many effective procedures are in place such as recent risk assessments, the windows on the second and third floors are not fitted with restrictors, and junior students are sometimes taught in these rooms. Also, the entrance to the busy street outside is left unlocked and although it is covered by CCTV, the screen for this is in a mostly unoccupied room rather than reception. The screen was moved during the inspection and this is no longer a point to be addressed.

W3 Pastoral care is a high priority at the school and the welfare team provides all students with excellent customer service. This was confirmed by recorded student feedback as well as in the student focus groups.

W7 Although the website contains some very useful information for students coming to the UK, compliance with the

law is not included.

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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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	

W12 The accommodation confirmations provide a good level of detail regarding the host or the residence booked, but no reference to conditions under which accommodation may be terminated is included.
W13 The operations manager follows up on all issues with accommodation scrupulously, and detailed records are kept. The agencies and providers used confirmed that due to excellent communication between themselves and the school, issues are usually resolved quickly and satisfactorily.

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.	N/a
Comments	

The relevant criterion in this subsection is 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.	Not 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	

W23 No information on social, cultural, and sporting events in the local area or the UK as a whole is made available to students.
W24 Although no regular programme is provided for adult students, an appropriate one is in place for junior students.

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.	Not 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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Not met

Comments

The school accepts 16- and 17-year-olds on adult courses, as well as both closed and open junior groups for students aged 7+. At the time of the inspection, there were 34 students under 18 in the school.

S1 Some details were missing from the safeguarding policy, but these were added during the inspection, and this is no longer a point to be addressed.
S2 As well as the DSL and DDSL, another member of the team is trained to specialist level and all other staff have basic safeguarding training appropriate to their respective roles.
S4 Two references could not be found for all staff members and some of the references on file did not refer to the applicant's suitability to work with under 18s.
S5 Supervision of under 18s during lessons and activities is very well managed. A member of the welfare team takes a register of all students under 18 upon arrival, and this is followed by visits to classrooms to check on any latecomers. Follow-up on student absence is swift and well documented.
S8 Not all staff members on the emergency phone rota have access to parents' contact details outside office hours.

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 Sampling identified the following issue: exceeding the number of photocopies of materials permissible under the terms of the CLA licence. The school should seek further advice from the relevant regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	January 2005
Last full inspection	September 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2018
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Exam centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1989
Ownership	Name of company: Rose of York Limited Company number: 02925053
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	18	14
Full-time ELT (15+ hours per week) aged 16–17 years	8	27
Full-time ELT (15+ hours per week) aged under 16	25	50
Part-time ELT aged 18 years and over	0	3
Part-time ELT aged 16–17 years	1	4
Part-time ELT aged under 16 years	N/a	15
Overall total ELT/ESOL students shown above	**52**	**113**
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Turkish	Italian
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	2–4 weeks	2–4 weeks
Adult programmes: predominant nationalities	Turkish	Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	

Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The DoS was not scheduled to teach during the week of the inspection. The PM was teaching 15 hours in total.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	4
Comments	
Rationales were accepted in the context of this inspection based on the teachers' previous experience and deployment of classes.	

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	4	5
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	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	3	29
Staying in privately rented rooms/flats	10	N/a
Overall totals adults/under 18s	18	34
Overall total adults + under 18s	52	

Post MA