

Organisation name	Rose of York Language School, London
Inspection date	14 November 2024
Current accreditation status	Accredited
Reason for spot check	Signalled: inspect new or additional premises

## Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in P1, S3 and S5 have been addressed. The required evidence was subsequently submitted.

## Changes to the summary statement

Courses for under 18s are now available all year rather than vacation only.

The need for improvement in Staff management can now be removed.

## New summary statement

The British Council inspected and accredited Rose of York Language School, London in July 2023 and November 2024. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the area of student administration.

The inspection report noted a need for improvement in the area of course design.

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

## Updated summary 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, and staffing levels and staff management are sufficient to deliver the provision effectively. Aspects of publicity are inaccurate. Student administration is carried out efficiently and effectively. *Student administration* is an area of strength.

### Premises and resources

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

## Organisation profile

Inspection history	Dates/details
First inspection	January 2005
Last full inspection	July 2023
Subsequent checks/visits (if applicable)	November 2024
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	22	185
Minimum age (including closed group or vacation)	8	7

Typical age range	8–64	7–50
Typical length of stay	2–4 weeks	1–2 weeks
Predominant nationalities	Turkish, Korean, Colombian	Turkish, Kazakhstani, Italian
Total number of teachers on eligible ELT courses	3	11
Total number of managers including academic	4	4
Total number of administrative/ancillary staff	1	2

### Premises profile

Address of main site	277–281 Oxford Street, London W1C 2DL
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	277–281 Oxford Street, London W1C 2DL

## Introduction

### Background

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+. Young learner courses for students aged seven to 16 are also offered throughout the year, as well as in closed groups.

The current director took over full control of the school in June 2023 and a chief executive officer (CEO) was appointed at the same time. The CEO works in the school day to day and is supported by the director of studies (DoS) who was appointed in 2022, and the director of operations (DOO) who has been working at the school for over twenty years.

Students arrange their own accommodation or are accommodated in homestay and residential accommodation with a small number of students requesting hotel rooms. The school works with one accommodation agency which is registered with the British Council and two student residences which are a ten and twenty-five-minute walk from the school premises. At the time of inspection there was one student staying in one of the student residences.

Since the last inspection, in July 2024, the school has moved to new premises (see details in 'Findings' below). This spot check was triggered by the change in premises. The inspection focused on the new premises, previous areas identified as requiring improvement and the sampling of other parts of the programme.

### Preparation

The spot check was carried out by one inspector, who had not been involved in the previous inspection in 2023. The inspector contacted the centre in advance to check if there were any dates which would not be suitable and when key staff would be present. The Accreditation Unit sent the inspector relevant documents, and he reviewed the school's website.

### Programme and persons present

The inspection lasted a half day with the inspector arriving at 10.30 and departing at 14.30. Meetings were held with the CEO, DoS and DOO. Focus group meetings were conducted with the teachers, students and under 18s. The inspector toured the premises and requested a range of documents, which were provided.

## Findings

### Premises and resources

The school relocated to new premises near Oxford Circus in central London on 18 July 2024. The building comprises three floors with a dedicated entrance on Oxford Street. The first floor houses four classrooms, an office, and a meeting room, accessible via stairs from the main entrance. The second floor contains one classroom, male and female toilets, and a large student lounge. The third floor comprises three additional classrooms, a teachers' room, a kitchenette, and separate male and female toilets. Classrooms on the third floor were not in use at the time of inspection.

All classrooms and spaces within the building are furnished, and all classrooms in use have interactive whiteboards. The school's CEO and director have outlined plans for a comprehensive refurbishment of the third floor, along with further improvements throughout the building.

### Teaching and learning

Two four-week young learner courses have been designed by two teachers who are experienced working with young learners. The four-week courses are topic based and are not level specific. The teacher handbook has been updated with guidance on setting homework.

#### **Safeguarding under 18s**

The school accepts students aged 7 to 17 throughout the school year. Students aged 17 are taught with adults, students aged 16 are either taught with adult students or in the young learner class which can accommodate learners aged 12 to 16; 7–11 year olds are taught in a very young learner class. At the time of the inspection, there were four students aged 12 to 15 in the young learner class, and one student aged eight in the very young learner class. In the afternoons, one student aged 15 joined an adult class. A rationale was written for this exceptional case.

All parents complete a parental consent form. The form does not include any information about the fact that under 18s are sharing the space with adult students, nor does it specify arrangements in place for the supervision of students. In addition, there was very little evidence of guidance for staff or students regarding the fact that under 16s share the school premises with adult students.

#### **Declaration of legal and regulatory compliance**

Students on adult courses who are studying long and medium term at the school are required to purchase a coursebook. Shorter term students may borrow a book or are provided with photocopies.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
<b>Comments</b>	
P1 The school has not undertaken a premises risk assessment for the new building. There is no evidence of fire drills. Fire doors were propped open with doorstops.	
P4 The student lounge is comfortable and light. Students feel very welcome and often stay on the premises to socialise or work in the space.	
P5 Signage is clear and consistent. There are attractively presented noticeboards with useful information about the school, local area and safety and security.	

#### **Action taken on points to be addressed**

*Points from the previous full inspection with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.*

#### **Management**

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.

**Addressed. The school has built up a pool of cover teaching staff and works with an agency to ensure that staffing levels are sufficient and that managers are only required to teach when planned.**

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.

**Addressed. Safeguarding and welfare roles are now included in job descriptions. Job descriptions are updated at least annually during appraisal meetings.**

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

**Addressed. All staff have at least two references on file.**

M11 There is insufficient documentation or records of induction for recently recruited staff.

**Addressed. There is a standard well-planned induction programme for all staff. There is an induction checklist which all new staff and their managers complete as part of the induction process.**

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

**Addressed. The school has introduced annual appraisals, and all staff have been appraised thoroughly.**

### Teaching and learning

T7 (2024: T5) Cover procedures do not currently ensure other areas of academic management are not adversely impacted.

**Addressed. The school has built up a pool of cover teaching staff and works with an agency to ensure that cover procedures do not adversely impact academic management.**

T10 (2024: T9) Not all teachers have been formally observed.

**Partially addressed. Full-time staff are observed twice per year, and most summer school teachers were observed. However, not all teachers were observed during summer 2024.**

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.

**Partially addressed. Course design has been developed quite significantly and there is now a course outline for young learners classes. However, the young learner course does not provide sufficient guidance for teachers in writing, nor does it effectively distinguish learning outcomes for students of different levels.**

T13 (2024: T14) Written course outlines and weekly plans, including intended learning outcomes, are not made available to students on adult or junior programmes.

**Addressed. Written course outlines are made available to all students.**

T15 (2024: T11) Study and learning strategies are not systematically covered in course design documents.

**Addressed. A section has been added to the teacher handbook providing guidance in the area of study and learning strategies.**

T16 (2024: T12) Strategies to help students develop their language skills outside the classroom do not feature in course design documents or guidance for teachers.

**Addressed. A section has been added to the teacher handbook regarding homework including advice on how to promote learning outside the classroom.**

### Safeguarding under 18s

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.

**Addressed. A new reference request form has been developed which ensures that the suitability question is asked. All staff files now include two references.**

S8 Not all staff members on the emergency phone rota have access to parents contact details outside office hours.

**Addressed. All staff on the rota have access to the student database via their own telephones.**

### Legal and regulatory compliance

D1 Photocopying exceeds the maximum amount permitted under the terms of the CLA licence.

**Not yet addressed. The school continues to exceed the maximum amount of photocopying permitted.**

**Short-term adult students are usually given photocopies from the coursebook.**

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### Conclusions

The premises provide a suitable setting for the school, and aside from some safety and security concerns, which the school should be able to remedy quickly, they offer an appropriate working and learning environment. In general, the school has made good progress in addressing the points to be addressed from the previous inspection, and the CEO is very thorough in his approach to monitoring progress in these areas. However, it must be noted that the points to be addressed in *Course design* and *Legal and regulatory compliance* have not yet been sufficiently addressed.

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