

Organisation name	Melton College, York
Inspection date	4–5 October 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 S3 and S5 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Melton College, York in October 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 teaching organisation offers courses in general English for adults (18+) and young people (16+) and under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, academic management, teaching, accommodation, and leisure opportunities.

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

Introduction

Melton College is a very well-established, privately-owned language school which has been owned and run by the same family for over 60 years. It provides a range of course types for students of different ages including programmes for young learners and for students aged over 40 (Gold course). The school can also cater for families, with members attending classes appropriate to their age group.

Since the pandemic there have been some changes to the management structure. These included the appointment of a new director of studies in January 2022 and in 2023 a new campus manager, the director junior courses and an academic manager. The latter joined the team a week before the inspection.

The inspection took one and a half days. Meetings were held with the principal, the members of the academic team and the accommodation and student services manager. All teachers teaching in the week of the inspection were observed, and separate meetings were held with teachers, a group of adult students and a group of junior students. Two homestay visits were conducted virtually and the school guest house was visited in person.

Address of main site/head office

137 Holgate Road, York YO24 4DH

Description of sites visited/observed

Melton College is situated on a main road fifteen minutes' walk from York city centre. On the ground floor of the detached three-storey building there are four classrooms, the exam office, which houses the exam centre manager, an office for the campus manager, a disabled toilet and a large conservatory, where the school café and student relaxation area is situated. On the first floor, there are four more classrooms (one of which can be used as a quiet/prayer room), a toilet, an office for the principal and one for the accommodation manager. The staffroom is on a level between the ground and first floors. In the basement, there are toilets, a classroom, and a large room which can be used for social events or examinations, and which can be separated into two additional classrooms. There is a car parking area at the front of the building and a garden to the rear. The garden contains a terrace, a lawn, a covered area with two table-tennis tables, and a hard-surface games court.

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

Comments

At the time of the inspection, there were five classes running within the October Junior Course programme. One of these was a private class for one 10-year-old and two were closed groups from an Italian school. The closed groups were accompanied by two group leaders. Two adult 'Gold' classes, for students aged 40+, were also running.

Junior courses are skills-based and include 22.5 hours per week including 'Lessons Out' sessions when students visit local places of cultural and historic interest. Pre- and post-lessons take place before and after the 'Lessons Out' and there is always a language-focused task or activity to complete while the students are off site. Gold courses include 15 hours' tuition per week and a full afternoon cultural programme.

Management profile

The school is owned and managed by the principal. He is supported by the campus manager and the academic team (director of studies, academic manager and the junior course director) who are responsible for course design, teachers' professional development and academic quality assurance. Welfare and safeguarding are managed by the principal and the director of juniors, who is also the designated safeguarding lead (DSL). The accommodation manager is responsible for the homestay accommodation.

Accommodation profile

The school offers full board accommodation in homestay or in its own guest house, which is adjacent to the school. Under 18s are only permitted to stay in the guest house if accompanied by an adult family member.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values and sound quality and review procedures. Staff management is efficient and communication is very effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes the relevant information and is clearly laid out. The management of the provision operates to the benefit of students and in line with Scheme requirements. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very good, well maintained and equipped, providing a very comfortable environment for study and relaxation. There is good provision of resources. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic programme is very well managed and delivered by the academic team. Course design is appropriate and fully meets the needs of the students. Learner management is managed very effectively. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are generally well met. Students benefit from very well-managed student services, including a varied programme of leisure activities and suitable accommodation. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

Comments
M1 The statement is clear and unambiguous; it covers all aspects of the provision, and there was evidence of staff engagement. Staff feedback confirmed that staff felt involved and valued.
M5 Student feedback systems are refined and efficiently collated, which has enabled informed changes to be made to systems, for example, communication channels and updates to parents who are not in the UK with their children.
M6 Staff are active and involved in school developments such as course development and organisation of materials via the staff section of the virtual learning environment (VLE). In addition to formal meetings staff can give feedback, at any time, via the VLE.
M7 There is an annual end-of-summer report. Feedback from all stakeholders is actively encouraged and is integral to informing continuing improvement.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments
M10 A comprehensive recruitment policy is in place and thorough recruitment and interviewing processes are in operation, which has resulted in a well-qualified and balanced team of staff being employed.
M13 Formal and informal continuing professional development (CPD) opportunities are available to both academic and non-academic staff; these include for example, materials swaps, subscriptions to organisations, college sponsorship to complete formal qualifications.

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.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments
M14 Feedback from students and group leaders indicated that students and their representatives receive a high level of customer service. Records and systems are very well organised, and staff are well trained. Records are easily accessible to those that need them. Students and group leaders commented very positively on the services received.
M19 Clear and differentiated attendance information is provided to under 18s, parents and adults. Records demonstrated that systematic follow-up action is taken when necessary.
M20 Information is clear and easily accessible via the website, in the handbook and at induction.
M21 The complaints policy is clearly laid out with accessible and transparent procedures outlined. Information includes details on how to involve an independent external body if necessary.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not 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 is the website, which also includes various downloadable policy documents and information for reference. The college also has a social media presence.

M23 Language was generally clear but there were a number of typos and inaccuracies. These were corrected during the inspection, so this criterion is no longer a point to be addressed.

M26 There was insufficient detail regarding the supervision of under 18s but when this was raised with management it was promptly rectified so is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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

P1 The premises are in a very good state of repair and provide students with a comfortable and professional environment in which to study. They include, for example, a garden with inviting seating areas and space for activities such as badminton and volleyball when the weather permits.

P2 Classrooms are spacious and well laid out with versatile furniture to suit the needs of the different student groups attending classes.

P3 The student café and common room is welcoming and comfortable and provides an appropriate location for students to relax and take their breaks. Staggered break times enable junior and adult students to make the most of the facilities.

Learning resources	Area of strength
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.	Strength
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
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.	Strength
Comments	
P7 Extensive hardcopy resources are available along with a wide range of home-produced electronic worksheets and materials.	
P9 A good range of educational technology is available in all classrooms. Staff are well-trained and use the resources systematically and confidently to support learning and teaching.	
P12 Post pandemic there was a thorough review of course design and resources. Subsequently a range of bespoke material was developed, and resources were reorganised. The material meets the student profile needs and the programmes in operation. Inspectors observed and students commented positively on the quality and suitability of the resources being used in classes.	

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	

T3 There is a good range of expertise across the team and staff have complementary backgrounds and qualifications to suit the student profile.

Academic management	Area of strength
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.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T7 Planned and unforeseen absence can be covered appropriately by the staff in post.

T9 There is a very collaborative and supportive culture in the staffroom. Newly qualified and more experienced staff commented very positively on the support and guidance received.

T10 Formal and developmental observation systems are in place and records indicated they were linked to CPD. In addition, staff commented very positively on the sensitivity and focus of the observations.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength

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.	Strength

Comments

T12 The mechanisms for review and development are refined and the effective implementation of recently revised programmes was observed by the inspectors. Students and teachers also commented positively on the content and suitability of the courses.

T14 The 'Lesson Out' sessions are well-conceived, engaging and make maximum use of the York context. The home-produced supporting materials are professionally presented and wholly appropriate.

T15 Courses do not currently include study and learning strategies that support independent learning.

T16 Homework tasks and activities arising from the 'Lesson Out' sessions are imaginative and fully integrated with classroom sessions.

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

Comments

All criteria in this subsection are fully met.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	all

Comments

Observations included the five teachers timetabled during the inspection plus the director of juniors and the academic manager, who both had classes during the inspection week.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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.	Strength

Comments

T23 Teachers provided accurate written and spoken models and demonstrated a sound knowledge and awareness of the use of English and its linguistic systems.

T24 Class and individual profiles outlined any specific needs and were tailored to students' linguistic needs and interests. Lesson content was wholly appropriate and topics were often linked with 'lesson out' visits, forthcoming excursions or activities.

T25 There was a clear and logical sequence of activities leading to relevant learning outcomes, which were made clear to students. Staging was very clear.

T26 A range of effective teaching techniques was seen in all segments including elicitation, nomination and the signposting of subskills in reading and listening. Instructions were clear and checked. Concept checking was systematically carried out where appropriate.

T27 The interactive whiteboards and projectors were used well. The furniture was arranged to allow the students to see the board and to interact with a partner or in a small group.

T28 Positive feedback was encouraging and effective. Errors in meaning, form and or pronunciation were picked up in a timely manner and peer correction was encouraged.

T29 In general, there was effective monitoring by teachers while activities were taking place and short tasks were used in some cases to evaluate learning. There was clear reference to the students' needs and the lesson objectives.

T30 Rapport between students and the teacher was good. There was a positive learning atmosphere and students were engaged and on task. Teachers dealt effectively with any L1 issues and incorporated personalisation in a meaningful way.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers displayed a good knowledge of English and presented illustrative and appropriate models for students to follow. Lessons were well-planned and met the needs of students and the course objectives. Classroom activities were coherent and very purposeful. Techniques were varied and appropriate, with resources used to enhance learning. Correction of mistakes was effective. Students were fully engaged, and teachers had an appropriate presence in the classroom.

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.	Strength
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.	Not 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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Not met

Comments

W1 A wide range of measures is in place to ensure the safety and security of students on the premises. These include CCTV, thorough premises risk assessments, and weekly fire alarm testing. Evacuation drills are held at least twice per year, and evidence was seen that action is taken on the annual health and safety review conducted by an external consultant.

W2 There is a comprehensive emergency plan which is made known to staff. Relevant aspects of the plan are not currently communicated to students.

W3 The designated safeguarding lead, who is also director of junior programmes, meets all students on arrival and is involved in their induction. Students in the focus groups were very appreciative of the caring atmosphere in the school.

W4 The school's policies and codes of conduct for staff and students demonstrate a commitment to the promotion of tolerance and respect, and procedures for dealing with abusive behaviour are very clear. Expectations are reinforced during student induction and through notices in classrooms and student spaces.

W8 Students are not currently informed of their rights under the NHS. Information has now been included at the point of application and this is no longer a point to be addressed.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 The two homestays visited remotely offered very comfortable accommodation and rooms in the guest house were ensuite, spacious and well maintained. Written feedback illustrated a high level of satisfaction with homestay accommodation, which was confirmed by students in the young learner focus group, and more mature students were also positive about the guest house accommodation.

W12 Time of travel between homestays and the school varies considerably at different times of the day, so confirmation letters do not include details of travel time. However, younger learners are normally placed in homestays within walking distance of the school, and all students are given a free bus pass.

W13 There are excellent systems for identifying and resolving any accommodation problems. Students in homestays complete comprehensive weekly questionnaires, and evidence was provided of any necessary follow-up action. Following the return home of junior students, their parents are also sent a questionnaire. Responses to these questionnaires showed a high level of satisfaction.

W14 The homestay handbook contains detailed information and helpful advice. Hosts sign to show that they have understood and accept the conditions.

W15 Full board is provided in both homestays and the guest house, and special diets can be catered for. Both written and oral feedback from young learners, who constitute the majority of students, was very positive.

<i>Accommodation: homestay only</i>	
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 area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students are well informed about leisure opportunities outside the organised programme. Leaflets are displayed, lessons often relate to local attractions, and the screen in the café is sometimes used to promote events locally. Help is available if students wish to make travel or event bookings.

W24 There are separate varied daily programmes of afternoon/evening activities for young learners and for more mature learners, and Saturday excursions. Student suggestions are invited for weekly activities. Feedback is collated, and evidence was seen that student satisfaction levels are high.

W25 The leisure programme is very well organised. Students are prepared for activities/excursions during lessons and brief information on each destination is displayed on the screen in the café. Group leaders are also briefed each morning. Supervision ratios are appropriate and for excursions the lead teacher has a comprehensive checklist.

W26 Risk assessments are primarily oriented towards the control of risk, but the lead teacher has additional written guidance on dealing with generalisable problems and carries an emergency first-aid kit and a two-way radio.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

Courses for juniors are offered at Easter, in summer, and in October. Students aged 18 and 19 who form part of a school group are admitted to the junior course as 'young adults'. They only share classes with students aged 16+, and are subject to rules for under 18s. In the peak week in 2023, numbers of under 18s reached 67; at the time of the inspection, there were 16 students (under the age of 18) on the junior course.

S2 The DSL and one other member of staff are trained at specialist level and two further members of staff at advanced level. Teachers in the focus group, who receive basic training, also showed a good awareness of safeguarding.

S3 The consent form does not fully meet the criterion. Parents/guardians are required to give one-off agreement to a large number of student activities which are not age-differentiated, and there is no mention of the fact that during free time on excursions there is no direct adult supervision (see S5). Agents acting for groups are not currently required to show that they have obtained parental consent, including medical consent.

S5 Young learners of 11+ who are not accompanied by a group leader have unsupervised free time during excursions. The school's policy is to ensure that they are in groups of three and sign to show who they will be with. The policy covering free time is not made explicit in the parental consent form.

S7 All unaccompanied under 18s are required to stay in homestay accommodation. Whenever possible, the youngest learners are placed in homestays within walking distance. After an activity, all juniors are accompanied to the school by a teacher or group leader and are picked up from school by their hosts or make their own way to the homestay. There are appropriately differentiated curfews.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1980
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	IELTS Centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1962
Ownership	Name of company: Melton Language Services Ltd Company number: 12002035
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	In peak week: July 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	28	18
Full-time ELT (15+ hours per week) aged 16–17 years	10	45
Full-time ELT (15+ hours per week) aged under 16	7	22
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	45	85
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17/21	17/21
Junior programmes: predominant nationalities	German, Italian, Spanish	German, Italian, Spanish
Adult programmes: advertised minimum age	40	40
Adult programmes: typical age range	45–65	45–65
Adult programmes: typical length of stay	2	3
Adult programmes: predominant nationalities	Spanish, German, Swiss	German, Spanish, Mexican, Polish

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	5	9
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	4	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	4
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	

Seven people were teaching at the time of the inspection five teachers plus the junior course director and the academic manager. Their qualifications are covered in the academic management section. One teacher is QTS in addition to TEFLQ.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	24	15
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	4	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	28	17
Overall total adults + under 18s	45	