

Organisation name	Millfield English Language Holiday Courses, Somerset
Inspection date	30 July – 3 August 2018

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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.

Summary statement
<p>The British Council inspected and accredited Millfield English Language Holiday Courses in July 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language school offers residential vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic management, course design, learner management, care of students, accommodation, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Millfield English Language Holiday Courses (MELHC) is a well-established provider of young learner vacation courses, based at Millfield School in Street, Somerset. The course emphasis is on an all-round English experience where students benefit from the learning opportunities provided during the different course components, including language classes, academy activities and a social and excursion programme. There are regular large events involving all the students from the three campuses in Street, Bruton and Glastonbury.

The inspection took place in week four of the six-week summer period when courses run. Two centres: Millfield Street (signalled) and King's Bruton (the unannounced 'wild card' visit) were inspected. The Glastonbury centre, for younger students (6 to 11 year-olds), was inspected in 2014 so not visited on this occasion. The inspectors also visited the MELHC head offices based at the main school for meetings with head office staff.

At the headquarters, meetings were held with: the director of holiday courses, the MELHC manager and the pastoral and compliance manager, the director of studies, the three administrators and the personal assistant to the director, who is responsible for maintaining the temporary staff recruitment files. In addition, the inspectors had meetings with the pool and facility manager (health and safety officer), the two external ELT consultants and the external teacher mentor who supports the recently qualified teachers.

At the two centres, meetings were held with: the respective centre manager, assistant centre manager, academic manager, activity and social manager and co-ordinator, pastoral and operations manager. Focus group meetings were held with students, teachers, activity and assistant activity leaders, residential and assistant residential house parents, and group leaders.

The premises, facilities, and residential houses at both centres were inspected and inspectors sampled the lunchtime meals at each school. At King's Bruton all six teachers were observed and at Millfield Street, 53 observations were completed. Four principal or senior teachers were not observed as they had no scheduled classes at the time of the inspection.

A mentor system operates at both centres. The mentors are young people (in the same age group as the students) who are residential and attend all English classes and social activities. They are either native speakers or have a very high level of English. Their remit is to encourage the students to speak English and to act as a role model.

The inspection took place with two inspectors over four days and a half day. An additional inspector was present for two and a half days, observing classes and checking staff records.

## Address of main site/head office

MELHC, Millfield School, Butleigh Road, Street, Somerset BA160YD

## Description of sites visited

Millfield School is a co-educational independent school located on a large campus on the outskirts of Street. Up to 75 classrooms are available to the holiday courses, spread across three teaching blocks, one of which also houses the academic offices. A large staff room, the upstairs staff relaxation room and additional meeting rooms are available in an adjacent building. Students take their meals in the large modern dining room and are accommodated in 15 boarding houses. Each house has a student common room and there are additional indoor and outdoor recreation spaces across the site. Facilities, set in the garden and extensive grounds, include a concert hall, a theatre, and a library, as well as an Olympic-size swimming pool, playing fields, a sports centre, riding arena, nine-hole golf course and tennis centre. The MELHC courses are the main users on site but on occasion, including during the inspection, the premises are used by other groups on, for example, coaching courses.

The MELHC offices, with the registration department, senior staff offices and staff recruitment office, are in a separate building a short walk away from the main teaching staffroom.

King's Bruton (The Plox, Bruton, Somerset BA10 0ED), is an independent boarding school in the village of Bruton, a thirty-minute drive from Millfield School; Millfield Enterprises leases certain buildings and facilities. It has use of a large office/reception area where activity staff meet; a teachers' room; six classrooms (more when needed); the school dining room; boarding houses (three in use at the time of the inspection); a student common room with table football and snack machines; the sports hall; the gym; squash courts; a large meeting hall; music practice rooms and a cookery room. Outdoor facilities include playing fields, tennis courts, outdoor amphitheatre and extensive grounds and gardens. At the time of the inspection Millfield Enterprises were the only organisation on site.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen

General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Millfield Street there are four course components:

- 15 hours of English lessons per week on Monday, Tuesday, Thursday, Friday and Saturday mornings.
- Academies, with expert tuition in a range of subject areas including sports, are selected in advance and take place in the early afternoon. For students who want more formal English tuition there is a choice of catch-up English, study skills or exam classes. There is also the sports and recreation option where students have a number of activities each early afternoon, these are selected on site and vary daily.
- Clubs which take place in the later afternoon, for example: badminton and yoga. These are chosen on a day-to-day basis. There are also informal leisure activities in the evening. Regular cross-centre events, for example, international evenings are held throughout the summer.
- Excursions: a full-day 'fun excursion' on Wednesday, and a more cultural excursion on Saturday afternoon when students are accompanied by their teachers.

At King's Bruton students build their own individual timetable of classes. Students have clubs and excursions as above but no academies and the 15 hours of English are chosen from a timetable of sessions which run from 9.00 am until 16.00. Sessions are described as a) high English content, b) considerable English content and c) some English content. Selections are made during a one-hour marketplace session held twice a week. Students have autonomy to create their own individual timetables which are checked by staff to ensure there are 15 hours of a) and b) English lessons. Classes are mixed ability except for the three hours of placement-tested English classes on Saturdays.

### Accommodation profile

Students are accommodated in single-sex residential houses on both campuses. Staff are accommodated in the same houses, with each house allocated a houseparent and assistant, who are responsible for the running of the house and the health and welfare of the students living there. Wi-Fi is available for students on campus within the hours of 06.00 and 22.30 each day and each house has payphones which can receive incoming calls. At Street the rooms are a mix of single and twin with a few three-bedded rooms. Some of the single rooms are ensuite. At King's Bruton there are a few single rooms but most rooms are for two, three or four students. One inspector visited two houses at King's Bruton and four at Street.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is very good with an emphasis on the shared holistic experience for both students and staff. Arrangements for continuity, communication and feedback are comprehensive. Staff management and development is effective with thorough recruitment procedures, induction and continuing professional development opportunities. Student administration is carried out efficiently and effectively, and with a high priority given to identifying and meeting individual client needs. Publicity is clear, detailed and accurate. *Strategic and quality management, staff management, student administration* and *publicity* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises offer exceptional facilities, and provide a welcoming and professional working environment for students and staff. Learning resources are appropriate for the needs of students and teachers. *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 staff profile is good. Academic management is effective, and courses are designed to meet the needs and interests of the students. There is a systematic focus on study and learning strategies, and on ways of helping students to benefit

linguistically from the fact that they are in the UK. Learner management is good. The teaching observed met the requirements of the Scheme. *Academic management, Course design, and Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some areas. The campuses offer a high level of security and safety to students. Considerable attention is given to the pastoral needs of the students and the staff are very responsive. The accommodation is of a high standard and well managed. The range of leisure opportunities provided is impressive, the facilities on each campus are excellent, activities staff are very well prepared and chosen, and there is good attention to health and safety. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. A comprehensive safeguarding policy is made known to all adults in the school. Arrangements for the supervision of students both within and outside scheduled lessons and activities are robust. Arrangements for the accommodation of students are of a high standard and procedures for contact between the school and parents are effective. *Safeguarding under 18s* is an area of strength.

## 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.	Strength
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.	Strength
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 There is a shared understanding of the purpose of Millfield holiday courses which is accepted and supported by all categories of staff. The values permeate all aspects of the course activities.  
M3 Continuity and cover is supported by a policy of internal promotion, and management is generously staffed.  
M4 Regular and frequent communication occurs at all levels and across the organisation using different formats.  
M5 Multiple mechanisms to get feedback are in place, including prefects, focus groups, and suggestion boxes.  
M6 Feedback is consistently gathered from staff through exit interviews and week three appraisals.  
M7 There is a comprehensive and regular quality review cycle after each summer course incorporating multiple sources of information, e.g. staff, mentor and student feedback, senior staff and ELT consultant reports.

Staff management and development	Area of strength
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.	Strength
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	Met

staff.	
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 Human resources procedures are comprehensive and in place for each stage of the recruitment process, including a full and thorough interviewing process, with evidence of their consistent implementation.

M11 Staff receive up to five days of thorough induction. Provision includes: a mentoring scheme for recently qualified teachers, an induction checklist, and for administrative staff opportunities to observe and shadow colleagues.

M13 There is a comprehensive choice and range of continuing professional development activities for staff in different job families, and there is an emphasis on promoting staff from within.

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.	Strength
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.	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 Staff are well trained and supported with job-shadowing opportunities. There was consistently good feedback from students and group leaders.

M15 Pre-course information and communication is very good, including, for example, information and advice available in the student's L1.

M19 Policy and systems are known and understood by students. Attendance is checked regularly and systematically throughout the day.

Publicity	Area of strength
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

The primary source of publicity is the website, which is supported by social media and a hard copy brochure. Key documents such as Terms and Conditions are available in translation.

M22 Descriptions and visuals of the provision, services and facilities are very clear.

M23 There is a very good balance of text and images to convey accessible, accurate information.

M26 Separate agent, parent/ guardian and student guides make arrangements for pastoral care very clear.

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M27 Information includes photographs of real residence rooms and testimonials.

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## 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.	Met
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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.	Strength

### Comments

P1 Both sites offer exceptionally comfortable environments including, very well-maintained grounds and a high standard of décor.

P3 Fully equipped shared and house common rooms are available at both sites, in addition to the extensive grounds.

P4 The meal provision is excellent and includes special celebration dinners, for example, for students who have attended Millfield for five summers. The boarding houses have a kitchen with free fruit, cereal and bread available for afternoon and evening snacks.

P5 Signage is clear and consistent throughout both of these large sites.

P6 Provision for staff is excellent including separate, spacious areas for meetings, work and relaxation.

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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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

P8 A good supply of hard copy and electronic resources is available. These have been mapped helpfully to the weekly themes. Each teacher has a personal electronic folder, including their own set of core administrative templates.

P9 Provision is very good and a range of educational technology is used consistently and effectively across both centres.

P12 Resources are reviewed each season and staff feedback is taken into consideration. Time is allocated to the review and development of materials.

## 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

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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 The high percentage of returning teaching staff contributes to the knowledge and experience of the teaching team.

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.	Strength
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 Several layers of cover are available at both sites.

T8 At Street the student body is divided into four, higher and lower age groups with two-week stay and longer-stay students; this allows the class composition to remain constant especially on two-week courses. The class population on longer courses is consistent. Additionally, the syllabus is formulated in weekly blocks to minimise potential continuous enrolment challenges.

T9 A wide range of support mechanisms is in place including: a mentoring scheme, informal daily ideas swap shop and short workshops held four times per week.

T10 The two ELT consultants, academic managers and the director of studies conduct formal observations, and principal teachers conduct short drop-in observations. A whole-class storytelling activity delivered by principal teachers at Street facilitates peer observation.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength
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 At Bruton, a responsive management approach resulted in the mixed ability 'Higher English Content' lessons being made into graded classes in week three, at the request of students.

T14 'Considerable English Content' lessons, academies and clubs are a key feature of Millfield courses and target language is made explicit.

T15 Independent learning is given a very high priority on all courses and is supported by the specially produced course and vocabulary organisers (CVOs), which include a range of study and learning strategies.

T16 Courses systematically integrate the local environment, out-of-class and social programme activities with course content.

<b>Learner management</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
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.	Strength

### **Comments**

T17 Overall, this criterion is met. Classes at Street were homogenous. At Bruton, the process of student self-selection of classes gives students significant autonomy over lesson content but the wide range of levels in 'High English Content' lessons (until week 3) and 'Considerable English Content' lessons makes for challenging teaching and a real need for effective differentiation.

T18 The procedures for monitoring and recording students' progress, both in the CVOs and in the progress monitoring forms, are very good.

T20 Students wishing to take exams receive clear information, guidance and support. The very good exam results reflect the quality of the advice and preparation students have from staff.

T22 The provision of relevant information and advice is excellent and includes advice from an external careers advisor, providing academic reports to support applications to UK schools and lessons based on the national curriculum, writing personal statements and studying in the UK. Millfield Enterprises has strong links with the admissions departments of the schools.

### **Classroom observation record**

Number of teachers seen	51
Number of observations	53
Parts of programme(s) observed	Bruton: 'High English Content' and 'Considerable English Content' lessons. Street: Morning general English lessons and a storytelling session, afternoon choices, and the leaders of the future option.

### **Comments**

Four principal teachers have administrative responsibility for the four groups of students at Street and do not have any teaching commitments beyond cover and the storytelling sessions. As a result of timetable constraints only one of the principal teachers was observed delivering a storytelling session. Two teachers were observed twice because they were delivering different components of the course programme.

<b>Teaching: classroom observation</b>	<b>Met</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### **Comments**

T23 In general, teachers showed a sound knowledge of the linguistic systems of English and gave students accurate models. In weaker segments, incorrect language was used, and teachers were not always able to recognise the linguistic difficulties students were having. Some lessons included large quantities of uncontextualised and disconnected vocabulary with little attention paid to meaning or use. Planned pronunciation sections were observed in a few segments.

T24 In a most lessons the content was very engaging and pitched appropriately to the students' needs and interests. In other segments the content was not always relevant to students' interests and did not appear to take into account the cultural backgrounds of the students.

T25 Lesson aims were evident in some lessons but intended learning outcomes were not always clearly identified or shared with students. Stronger lessons were coherent with well-paced staging. Activities were linked logically in the majority of lessons observed.

T26 A range of activities was observed, including elicitation, questioning, preparation for listening or reading. Techniques for checking meaning were well-handled in a few segments. At Bruton, differentiation techniques were incorporated effectively by some teachers to address the mixed language ability of students.

T27 Audio visual equipment was used confidently and well. In most segments students were interested and engaged especially when there was a clear purpose to the task. In some segments, students' phones were also used effectively and purposefully. However, in some classes the seating arrangements seemed arbitrary and not conducive to learning, which resulted in high use of students' own language and or students being off task. Instructions were mainly clear but checked in a few segments only.

T28 In a few lessons feedback was handled extremely well with timely teacher comments, very good prompting for self-correction and clear signposting of good language use. In many segments only a limited number of correction techniques was in evidence.

T29 Most lessons consisted of a series of short tasks, which helped with the process of evaluating learning. There was evidence that review of previous work was built into the timetable. There was not always sufficient attention given to the checking of meaning.

T30 In weaker segments, teachers did not check instructions or spread their attention evenly and teacher talking time was too high. In contrast the stronger lessons had wholly engaged students; teachers used lots of personalisation and linked language to the social activities and other course elements. In most classes there was good control of L1 use, nomination was used appropriately and voice projection was good.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to unsatisfactory with the majority being satisfactory. In the strongest segments the lesson content was relevant and useful to students. Activities were purposeful, linked coherently, and were well managed. Learner outcomes were not always considered and although tasks were used to evaluate learning correction techniques were often limited. Most teachers were able to engage students and create a positive learning atmosphere.

### Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 Very good safety measures are in place at both sites. Risk assessments of the premises and the school boarding houses are up to date. Roll calls are carried out regularly throughout the day and students are supervised at all times. At the Street school there is a very high level of in-house security with CCTV throughout; King's Bruton

is more open with a road dividing the site but there is a high ratio of staff to students to ensure that students are safe.

W2 The school has a clear and detailed critical and major incident management plan; there are comprehensive procedures for handling emergencies of any kind to ensure the safety of staff, students and group leaders both on and off sites.

W3 The pastoral team includes a pastoral manager, and in each boarding house a house parent and assistant house parent. There is good pastoral induction for all students at both campuses. The team has had effective training and was much praised by students and group leaders.

W4 Very good procedures are in place for dealing with abusive behaviour. The few instances of inappropriate behaviour had been dealt with well. Tolerance and respect are major features of the school's ethos.

W6 Transport arrangements are clear and well managed by the logistics team. Student feedback indicates appreciation of staff efficiency, friendliness and flexibility.

W7 All aspects of this criterion are very well met. Welfare documentation is comprehensive and the pastoral team provide individual support.

W8 There is very good health care provision. Pastoral and activity staff are all first aid trained. Both sites have a medical centre with a nurse on site during weekdays.

<b>Accommodation</b> (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.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
<b>Comments</b>	
<p>W9 Student bedrooms are spacious and comfortable, and ensuite rooms are available at Millfield for older students. The school does not provide towels but this is made clear in pre-course information.</p> <p>W10 Student rooms and concourse areas are cleaned on a daily basis. Personal laundry is washed twice a week.</p> <p>W11 The quality and safety measures in each boarding house are constantly monitored by the pastoral team.</p> <p>W13 Feedback procedures from students and group leaders are thorough. House parents work closely with senior managers and group leaders, and problems are dealt with immediately to ensure a happy atmosphere.</p> <p>W15 Meals are of a high standard and offer good variety and choice. The range and quality of the provision at Street is outstanding.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	
None.	
<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	N/a

payment arrangements are clear.	
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	<b>Area of strength</b>
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	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.	Strength
<b>Comments</b>	
<p>W24 Students are given access to a range of social, cultural and sporting events and make good use of the excellent on-site facilities. In the first part of the afternoon, options include academies (expert tuition in e.g. cooking, horse riding, rugby, extra English); in the second part of the afternoon there are clubs (e.g. football, drama, dance), which give students the opportunity to try an activity which is new to them; the evening social programme is varied and changes regularly, and includes cross-campus events, such as a rock festival and an international food festival. There is also one full-day and one half-day excursion a week.</p> <p>W25 Group leaders and students indicated in feedback that the leisure programme is very well organised and exceptionally well resourced. Activity staff are plentiful and well briefed to provide a rewarding experience.</p> <p>W26 Risks assessment are available for all off-site activities and excursions and are reviewed with staff at regular meetings. All staff complete basic first-aid training at induction and are clear about how to respond to situations where students are at risk.</p> <p>W27 The school selects activities staff to meet the needs of the programme and brings in outside specialists for certain academies and activities.</p>	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
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.	Strength
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.	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.	Strength
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
<b>Comments</b>	
<p>Both Street and King's Bruton take students from 12–17, with students aged 11 year and 18 accepted under exceptional circumstances, which is made clear in publicity. Each case is reviewed by the director and authorised accordingly. At the time of the inspection at Street there were eight 11 year-olds.</p> <p>S1 The summer course safeguarding policy is aligned to that of the year-round school at Street. It is thorough and includes codes of conduct and incident-reporting documentation. It is scrupulously followed by staff at the two sites to ensure the safety and security of students at all times.</p> <p>S2 All staff and group leaders are required to complete basic safeguarding awareness training. The course</p>	

manager and operations manager have both received specialist training. Additional training is provided by Somerset Safeguarding Council. Posters in each boarding house inform staff who they should contact if they have a safeguarding concern. All staff have ID cards with the '5 Rs' of safeguarding printed on the back.

S3 Parents/guardians are sent an information sheet in advance about the procedure in the event of a medical emergency and for unsupervised time on excursions for students aged 14 and over. They are asked to sign an application form that they agree with the emergency medical treatment arrangements and that they give consent to their child taking part in all off-campus trips. They are also asked at enrolment to notify the school by email if they are not happy to give consent for their child to spend some time unsupervised on excursions. However, the information and procedures are fragmented. Parental consent forms which more transparently require a parent or guardian to agree to the medical treatment and unsupervised time arrangements would be desirable.

S5 For the supervision of students at King's Bruton and Street there a maximum of ten students to every one member of staff (usually 1:8; at the time of the inspection it was 1:6 at King's Bruton). Group leaders are counted in addition to school staff. There is a rigorous recruitment procedure for activity staff and house parents, including a trial day, and they are given good induction to ensure student safety.

S6 Students aged 14 and over have unsupervised time in groups of two or three for one hour on excursions. Appropriate risk assessments are in place. All other time is supervised.

S7 There are very good arrangements for the accommodation of students. At the time of the inspection 15 single-sex boarding houses were in operation at Street and four at King's Bruton. Students are also divided by age. Staff and student ratios are very good. Academic and activities staff who live in the boarding houses are available to assist and cover on pastoral staff's day off. There are clear rules and documentation in place for medical issues, including dispensing non-prescription and prescription medication.

### 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

#### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2002
Last full inspection	2014
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) by this multicentre organisation	Millfield Boarding School
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1935
Ownership	Millfield School Company number: 522385 Charity number: 310283

Other accreditation/inspection	N/a
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### Premises profile

Address of Head Office (HO)	Millfield School, Street, Somerset BA16 0YD
Location of centres offering ELT at the time of the inspection but not visited	Millfield Prep School, Edgarley Road, Glastonbury, Somerset BA6 8LD
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/A

### Student profile at peak at all centres

	Collated totals in peak week: Week 2: 15-21 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	0
17 years and under	622
<b>Overall total</b> of ELT/ESOL students shown above	622
Predominant nationalities	Chinese/Argentinian

### Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	93
Total number activity managers and staff	100
Total number of management (non-academic) and administrative staff	37
Total number of support staff (e.g. houseparents, matrons, catering)	72

### Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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

General English vacation courses are offered at King's Bruton and Millfield, Street (12–17 years) and Glastonbury (6–11 years),

## 2. DATA ON CENTRES VISITED

1. Name of centre	Street – Millfield School, Street, Somerset BA16 0YD
2. Name of centre	Bruton – King's Bruton School, Plox, Bruton BA10 0ED
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international	100	100				100	100			

students, approximate percentage on ELT/ESOL courses										
<b>ELT/ESOL students (eligible courses)</b>	<b>At inspection</b>					<b>In peak week</b>				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	134	1				84	11			
Full-time ELT (15+ hours per week) aged under 16	344	47				437	69			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
<b>Overall total of ELT/ESOL students shown above</b>	<b>478</b>	<b>48</b>				<b>521</b>	<b>80</b>			
Junior programmes: advertised minimum age(s)	12	12				12	12			
Junior programmes: advertised maximum age(s)	17	17				17	17			
Adult programmes: advertised minimum age	N/A	N/A				N/A	N/A			
Typical length of stay (weeks)	3	3				3	3			
Predominant nationalities	Chinese/Argentinian					Chinese/Argentinian				

<b>Staff profile at centres visited</b>	<b>At inspection</b>					<b>In peak week</b>				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	53	8				58	9			
Total number of activity managers and staff	46	17				50	21			
Total number of management (non-academic) and administrative staff	18	3				25	4			
Total number of support staff	36	8				44	8			

<b>Academic manager qualifications profile at centres visited</b>					
Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			

Academic managers without TEFLQ qualification or 3 years relevant experience	1	0			
<b>Total</b>	2	1			

#### Comments

In addition to the academic staff identified at each centre above, there are further academic staff based at headquarters: the director of holiday courses, the MELHC centre manager and the director of studies are all TEFLQ, two EFL consultants also advise over all three campuses. Academic managers have no scheduled teaching hours.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	11	1			
TEFLI qualification	35	5			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	4	0			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	1	0			
<b>Total</b>	51	6			

#### Comments

None.

#### Accommodation profile

##### Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
<b>Arranged by provider/agency</b>										
Centres										
Homestay	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Private home	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Residential	N/a	N/a	N/a	N/a	N/a	478	48	N/a	N/a	N/a
Hotel/guesthouse	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
<b>Arranged by student/family/guardian</b>										
Staying with own family	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
<b>Overall totals adults/under 18s</b>	N/a	N/a	N/a	N/a	N/a	478	48	N/a	N/a	N/a

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	478	48	N/a	N/a	N/a

