

Organisation name	Melton College, York
Inspection date	30–31 October 2018

<b>Section standards</b>	
<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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and S1 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Melton College, York in October 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 private language school offers courses in general English for adults (16+) and for under 18s, and courses for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, academic staff profile, and accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Melton College is a very well-established, privately-owned language school which has been owned and run by the same family for over 50 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.

At the time of the inspection, there were three general English classes and two classes for young learners. No Gold or closed-group courses were running, and there were no accompanying group leaders.

The inspection was conducted by two inspectors over a day, a morning and part of an afternoon. They had meetings with the principal, the academic manager (AM), the head of student services and welfare officer (HSS) who is also a designated safeguarding lead, the marketing manager and principal's PA, and the student experience organiser. They had a meeting with all the teachers timetabled during the inspection, including the two senior teachers. Separate focus group meetings were held with a representative number of adult and young learner students. All teachers were observed and one inspector visited three homestays.

## Address of main site/head office

137 Holgate Road, York YO24 4DH

## Description of sites visited

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 five classrooms (one of which can be used as a quiet/prayer room), the reception area, which houses two members of the administrative staff, an office for the AM and HSS, 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, a toilet, an office for the principal and his assistant, and a staff resource room. The two staff rooms are 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	<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

There are three general English course types: A) 15 hours, with classes held in the morning; B) 22.5 hours made up of the morning classes plus additional afternoon classes; during the afternoon classes students can prepare for an externally validated examination; C) IELTS preparation classes which take place if there is a demand, for an additional 7.5 hours per week in the late afternoon. Students generally combine classes to make a programme of study. The minimum age on the adult courses is 16 but students under the age of 18 are required to study for a minimum of 22.5 hours.

There are separate programmes for young learners aged 10 (11 in the summer) to 17 which take place during set periods in January/February, Easter, summer (June–September) and October. As a scheduled part of these courses students have some 'lessons out' when they take part in learning activities off site.

Gold courses for students aged 40+ are run at set times throughout the year. In some cases the participants join students aged 16+ in the morning general English lessons, but they have an additional cultural and leisure programme.

Closed groups, usually for school groups (aged 10–17), can be arranged throughout the year and occasionally there is a demand for one-to-one lessons.

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At the time of the inspection, classes for adults (16+) were running at advanced, intermediate and upper intermediate level in the morning and early afternoon. There were two classes for young learners.

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### Accommodation profile

The school offers homestay accommodation, all of which is within walking distance or a short bus ride. A range of homestays is available to meet the differing needs of juniors or more mature students on the Gold courses. Closed-group students may share accommodation at the organiser's request. Three hosts were visited, one hosting an adult student, one hosting a single junior student (aged 15), and one hosting two junior siblings in separate rooms (aged 15 and 13).

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the school's stated goals, values and publicity. *Strategic and quality management* is an area of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very attractive, comfortable and professional environment for work and relaxation. A satisfactory range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided, as needed. *Premises and facilities* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. 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 the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area 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 met, but urgent action is needed to develop a plan to respond to a security-related emergency. Student services are of a high standard, including comfortable, welcoming and excellently managed accommodation. *Accommodation* is an area of strength.

#### Safeguarding under 18s

The provision meets the section standard. In practice there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. However, there is an urgent need for the underlying policy documentation to be updated and brought fully into line with Scheme requirements.

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### 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.	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.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
<b>Comments</b>	
M1 There is a set of clear statements, prominently displayed; the goals and values are specific to the types and ages of different student groups.	
M3 There is a comprehensive description of the roles and tasks of all members of staff which includes how the different jobs overlap and how members of staff can cover for one another.	
M5 There are excellent systems in place for obtaining and acting upon feedback from students. For example, feedback is obtained in class at the end of every week using electronic means.	
M7 Feedback from students and staff informs a comprehensive review cycle. Staff undertake 'projects' to develop areas identified as needing improvement.	

<b>Staff management and development</b>	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.	Met
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.	Met
<b>Comments</b>	

M9 The duties and tasks and cover arrangements for all staff, including the principal, are clearly set out in one document.

M13 Although there are procedures to ensure appropriate continuing professional development of all members of staff, with records kept and certificates on file, teachers reported that they would benefit from more frequent and structured in-service training sessions.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Not 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
<b>Comments</b>	

M18 At the time of the inspection, although the information had been requested, not all adult student records included an emergency contact.

M19 There is a clear and appropriate policy and consistently applied procedures for ensuring student attendance. There are efficient systems for following up immediately the absence of any student aged under 18.

<b>Publicity</b>	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.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Not met

### Comments

The main publicity vehicle is the website. There is a brochure (updated for 2019), and social media is also used.

M24 All the necessary details are included although some important information is given only under the heading *FAQs*. Information about the minimum age of students attending the general English lessons in the morning is potentially misleading on the website, although the wording has been clarified for the 2019 brochure.

M29 Until the time of the inspection the old version of the Accreditation Scheme marque, without the wording 'for the teaching of English in the UK', was in use on the website and in the brochure. This was corrected on the website and in the proofs of the latest brochure during the inspection and 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.	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.	Met

### Comments

P1 The premises and garden are maintained to a very high standard throughout. Students and staff enjoy a spacious and attractive environment.

P2 Classrooms are of a high standard: spacious, attractively furnished and comfortable.

P3 There are excellent facilities for relaxation and consumption of food: in the large, suitably furnished conservatory, on the terrace and in the garden when weather permits.

P4 There is a good choice of snacks, drinks and food for lunch available in the conservatory where students can also consume their own food. For all under 18s lunch is provided.

P5 Signage and display boards throughout the building are clear, informative, attractively laid out and regularly updated.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

**Comments**

P7 The provision of resources for students is good. Adult students studying at the school for two weeks or longer receive a coursebook and workbook. All students are given a file in which to store their work.

P9 There is good provision for educational technology with interactive whiteboards in the main classrooms and a means of accessing and displaying internet resources in all classrooms.

P10 Resources for additional or independent learning are available via a commercially produced e-learning package.

**Teaching and learning**

Academic staff profile	Area of strength
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.	Strength
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**

T2 Two of the three teachers are TEFLQ; the third is TEFLI.

T3 The teaching team has a very good range of appropriate qualifications and experience appropriate to the range of courses on offer. For example, a number of teachers have qualifications relevant to the teaching of teenagers.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

**Comments**

T9 Teachers reported that they are well supported by one another and especially by the two senior teachers.

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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	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.	Met

**Comments**

T13 There is no evidence that appropriately detailed course outlines, with intended learning outcomes, are

systematically and consistently made available to all students.

T14 The 'lessons out' on the young learners' courses and the integrated activities on the Gold courses provide excellent opportunities for the acquisition and development of authentic language.

<b>Learner management</b>	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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

T21 At the end of their course all students receive an individual report on their level and progress.

#### **Classroom observation record**

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Adults: morning and afternoon classes; young learners: morning classes.

#### **Comments**

The teachers observed included the two senior teachers.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	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 Teachers demonstrated a satisfactory knowledge of linguistic systems and in better lesson segments this was evident through, for example, identifying stress on lexical items.

T24 The content in all lessons was appropriate; in the general English classes the content was based on a coursebook unit. In the weaker segments it was not clear how individual and group needs and cultural backgrounds informed decisions about the exploitation of the coursebook.

T25 Lessons were generally well staged and led to appropriate learning outcomes. However, these outcomes were not always made known to students.

T26 Appropriate techniques were employed. Stronger segments included efficient elicitation and illustration of language. In weaker segments there was insufficient opportunity for student oral production.

T27 Some effective use of resources was observed: for example, video clips, well-presented handouts and cue cards. Good use of the classroom space was made in the classes for younger students, with opportunities for movement. However, in weaker lesson segments the coursebook was the sole resource and was used in an unimaginative and non-personalised manner.

T28 Teachers monitored well and students received feedback on written exercises. However, although in some lessons attention was paid to the pronunciation of individual words, generally not enough attention was paid to the correction and improvement of students' oral production.

T30 There was a purposeful atmosphere in all classes. In better segments students were interacting well together and completing stimulating tasks with enthusiasm. In weaker segments there was an uneven spread of attention paid to individual students, high teacher talking time and less motivating tasks; as a consequence some students were less engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme; it ranged from good to satisfactory with an average of satisfactory. Teachers' linguistic knowledge was satisfactory and lessons were appropriate in terms of their subject matter, activities and staging, although it was sometimes not clear how a consideration of students' needs and interests had informed the planning. Teachers' exploitation of resources and activities in order to provide a stimulating environment ranged from very good to just adequate.

### 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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Excellent policies, systems and procedures are in place to ensure the safety and security of students on school premises. These include thorough risk assessments, regular fire evacuation practices, trained fire marshals, and a large number of certificated first aiders.

W2 No specific policies have yet been developed to deal with a security-related incident either on site or off site.

W3 Very good arrangements are made to provide appropriate pastoral care to students of all ages, including specific provision for 16 and 17 year olds on adult courses. The named welfare officer (the HSS) meets all students on their arrival at the school and leads part of the student induction meeting.

W4 Policies to promote tolerance and respect are comprehensive and are embedded in all aspects of the operation of the school. Well-designed notices using accessible language and making good use of graphics are prominently displayed

W6 All individually enrolled students receive detailed, individualised information about their arrival arrangements and their journey to their accommodation.

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.	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.	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 All the accommodation checked was of a high standard, offering all the facilities required by this criterion. Feedback from students showed a very high level of satisfaction with the facilities in their homestay.

W11 All homestays are inspected personally by the HSS before students are placed, and once a year after that. These formal visits are supplemented by regular 'drop-ins'. A comprehensive risk assessment is completed by all hosts and is reviewed with them by the HSS.

W13 There are excellent procedures for identifying and resolving any problems with homestays. As well as easy day-to-day access to the HSS, students fill in a comprehensive weekly accommodation questionnaire. There was clear evidence of issues being logged and followed up effectively.

W14 The comprehensive homestay handbook provided for all hosts sets out rules, terms and conditions clearly. Hosts sign to confirm that they have read and understood the contents.

W15 Feedback from students, both in writing and in the focus group meetings, was extremely positive about the quality and variety of food provided in the homestays. Requirements are clearly stated to hosts in the homestay handbook.

<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.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

All criteria in this area are fully met.

<b>Leisure opportunities</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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Some information is provided about local activities and events on the e-learning system, but it is quite limited in terms of the potential range of interests of the adult students.

W26 This criterion is met overall but insufficient explicit use is made of the comprehensive risk assessments which have been carried out.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
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.	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.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

Under 18s may be taught in the school at any time in closed groups, or as 16 or 17 year-olds, on adult courses. Specific courses for under 18s are run at the following times of year: January/February, Easter, summer (June–September) and October. At the time of the inspection, 19 of the 31 students in the school were under 18, one of whom (aged 17) was following an adult general English course.

S1 The safeguarding policy presented at inspection does not meet the requirements of this criterion in a number of respects. It identifies two DSLs (the HSS and the principal/part-owner of the school) without making clear who has first-line responsibility for formulating and implementing safeguarding policy and procedures, or how decisions in this area are made. There is no evidence of review of the policy, which is undated. It contains out-of-date guidance on DBS checks for new staff, and no guidance on managing delayed checks.

S3 The parental consent form in use at the time of the inspection is just adequate, but it gives only limited examples of the type of risk to which parents are giving their consent.

S4 Recruitment procedures for homestay hosts are in line with safer recruitment procedures; only one teacher working at the time of the inspection had been recruited since the last inspection and documentation showed that her appointment had also been in line with these procedures.

### 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	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) at this centre	Examination centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	1963
Ownership	Name of company: Melton College Ltd Company number: 05840809
Other accreditation/inspection	N/a

**Premises profile**

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

**Student profile**

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	11	25
Full-time ELT (15+ hours per week) aged 16–17 years	1	50
Full-time ELT (15+ hours per week) aged under 16	19	49
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
<b>Overall total</b> ELT/ESOL students shown above	<b>31</b>	<b>124</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German	Italian
Adult programmes: advertised minimum age	16	18+
Adult programmes: typical age range	17–55	18–55
Adult programmes: typical length of stay	3–10 weeks	4–8 weeks
Adult programmes: predominant nationalities	Thai, Dutch	Italian, Swiss

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	7
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

#### Comments

These figures include the two senior teachers, who were each teaching 22.5 hours during the week of the inspection; the AM, who often has a teaching commitment but who was not timetabled to teach during the week of the inspection; and the principal, who is not normally timetabled to teach.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

#### Comments

These figures do not include the senior teachers, who were each teaching 22.5 hours during the week of the inspection.

### 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	5	16
Private home	0	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	3
Staying in privately rented rooms/flats	7	N/a
Overall totals adults/under 18s	12	19
Overall total adults + under 18s	31	