

Organisation name	Millfield English Language Holiday Courses
Inspection date	15–17 August 2023

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 August 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language teaching organisation offers residential vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, 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) are part of Millfield Enterprises and based at Millfield School in Street, Somerset. It is a well-established provider of vacation courses for young learners. Pre-pandemic, MELHC operated in three centres but in 2023 the courses, for 12–17 year-olds, were delivered at the Millfield campus only. The management plans to reintroduce the Glastonbury centre for younger learners (8–11 year-olds) in 2024. The course design is predicated on an immersive learning experience, with an English programme integrated into other course components which include a wide range of sporting and creative arts, a social programme, and excursions. A notable element is the employment of a small group of 'mentors', British school students who take part in the full programme and whose role is to encourage interactions in English.

The inspection took place in week six of the six-week summer period when courses run. Meetings were held with: the director of Enterprises, the MELHC manager, the director of studies, the assistant director of studies, the recruitment co-ordinator, the Enterprises senior finance assistant, the Enterprises sales manager, the media officer, the estates manager, the Enterprises operational manager, the pastoral manager, the activity manager, the centre manager, the excursion leader, the senior teacher and the principal teacher. In addition, the inspectors held focus groups with teachers, two groups of students (12–14 and 15–17), the activity leaders, and the mentors. Inspectors also sampled a range of the afternoon activities, and the evening social programme, as well as lunching in the dining room. One inspector visited two residential boarding houses. All teachers timetabled for the English components of the courses were observed.

The inspection took place with two inspectors over three days.

## Address of main site/head office

MELHC, Millfield School, Butleigh Road, Street, Somerset BA16 0YD

## Description of sites visited/observed

Millfield School is a large co-educational independent boarding and day school located on a 240 acre campus in the Somerset town of Street. Up to 75 classrooms are available to the holiday courses, spread across three teaching blocks, one of which also houses resource rooms and academic offices. A large staffroom and additional meeting rooms are available in an adjacent building. The MELHC offices, with the registration department, senior staff and staff recruitment office, are located in a separate building a short walk away from the main staffroom building.

The school's facilities are set in extensive grounds and gardens, and include a music centre, art gallery, theatre, dining hall and library, as well as an Olympic-size swimming pool, an equestrian centre and indoor and outdoor sports facilities. MELHC are the main users of the facilities, but they are also used by other groups on specialist courses. Students take their meals in the modern dining room and are accommodated in one of the eighteen single-sex boarding houses. Each house has a student common room and kitchen, and there are additional indoor and outdoor recreation spaces across the site.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

Millfield offers three courses. Students enrol for a minimum of two weeks, and a maximum of six. The academic/classroom component is 15 hours per week.

- General English: all ages and levels. A communicative focus with students working towards an externally validated qualification in spoken English.
- Academic English: for students at CEFR B1+ levels. English and study skills are developed through academic subject lessons in English, maths, geography, history and science.
- Global Studies: for students aged 14–17 at CEFR B2+ levels who 'want to learn about themselves and the world', including a focus on the UN sustainable development goals.

It was decided that Global Studies did not have a language teaching focus and it was therefore not included within the scope of the inspection. ('Other' above.)

Complementary components:

- Activities: these take place for two hours on four afternoons a week. Students can choose in advance out of 18 options, such as dance, cooking, basketball, fashion, swimming, DJ'ing, riding. Not all options are offered every week. Students who want more hours of English can choose English-based afternoon activities such as English literature, in lieu.
- Social programme: this takes place in the evenings, and the programme varies from quite low key but fun collaborative games to elaborate events such as a silent disco in a wooded area of the site.
- Excursions: these take place on one full day and one half day a week, with a balance between cultural and leisure destinations.
- Clubs and happenings: these take place in breaks between the other components, and may include other sports or games and quizzes.

### Management profile

Millfield Enterprises is managed by the director of Enterprises, who reports to the Millfield finance director who in turn reports to the headmaster and the school governors. She has responsibility for the financial and strategic planning of the organisation as well as marketing. All aspects of the day-to-day management of the holiday courses are the responsibility of the MELHC manager and the director of studies, with input from the Enterprises operational manager, all of whom report to the director of Enterprises. The MELHC manager has responsibility for the pastoral care, welfare and accommodation of the students and staff; she is also the designated safeguarding lead. Her remit also encompasses the strategic management of the activities and social programmes. The director of studies manages the ADoS, the teachers and principal and senior teachers, and looks after the academic programme, course design and teacher and student academic support.

### Accommodation profile

All accommodation is provided in boarding houses on campus, separated by gender and age, but mixed by nationality. Houses accommodate between 40 and 60 students in small rooms and sometimes in single accommodation. In order to provide 24-hour supervision, members of staff are accommodated in the same houses as the students. Each house has a houseparent and two assistants, who are responsible for the running of the house and the health and welfare of the students. Group leaders are not required to look after their students at night and reside in other accommodation on campus. All houses have good bathroom access including some ensuite facilities. There is a kitchen and spacious common rooms.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management of MELHC is dynamic and effectively targeted. Staff management and development is of a high standard and the organisation has commendable quality assurance systems. Student administration operates effectively. Publicity is generally informative, clear and accessible but omits the maximum class size. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in many respects. The campus is extensive and provides a very pleasant environment. The classrooms are large and appropriately resourced. The food is of a high standard, and is appreciated by both students and staff. Learning resources are plentiful and well supported technically. Premises, facilities and learning resources support the studies of students and provide a professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard. The English programme is well designed and managed, but teachers need more guidance in its implementation. Learner management is effective, and the teaching observed meets the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Very good arrangements are in place to ensure that the students' needs for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services including out-of-class activities and suitable accommodation. *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. The arrangements for the safeguarding of students aged under 18 within lessons, activities and excursions, and in their accommodation are of a very high standard. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Met
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 clear statement of Millfield School's purpose, vision and mission developed with input from staff and students. These are encapsulated in its core values and present in all aspects of its provision.

M2 Following recent disruptions, MELHC has adjusted its strategy plan and, following goal setting at the start of the academic year, has prioritised realistic and achievable objectives.

M4 Communication within and without MELHC, both formal and informal, is of a high standard. There is a full range of meetings at Enterprise, school and team levels, minuted where appropriate. Staff and students are well aware of the organisation's goals.

M6 Feedback is gathered from staff using both informal and formal channels: the latter includes a focused, recorded end-of-contract appraisal cum exit interview.

M7 A comprehensive quality review after each summer course incorporates information from all stakeholders, and informs the strategy plan going forward.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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 staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

### Comments

M8 Robust human resource policies are in place for each stage of the process.  
M10 The interview process is very thorough. This is exemplified by the activity and pastoral care applicants' on-site interviews, which are designed to differentiate which applicants would be most suitable for the varying roles.  
M11 Staff receive up to five days of induction, covering all aspects of MELHC's provision: a general overview and specific training is incorporated for the academic and pastoral teams, which includes planning for the first week and professional development sessions.  
M13 Continuing professional development activities for staff in all areas of the MELHC are wide ranging and targeted. Staff may attend external training events, and upgrade qualifications.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Strength

### Comments

M14 Levels of customer service were seen to be very good; this was confirmed by students in the focus groups.  
M15 Pre-course information, communication and guidance is also of a high standard, with comprehensive enquiries into students' prior learning. Longer-stay students reported that this was also the case when they sought advice about their study choices.  
M19 Attendance procedures for both lessons and in the houses are known and understood by students. Systematic checks are made regularly in the course of the day, and systems are in place to follow up immediately any missing students.  
M21 The complaints procedure is clear and communicated to all stakeholders through various media.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	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.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

**Comments**

Publicity consists of the website and the prospectus which may be downloaded. Terms and conditions are available in translation.

M24 All the requirements are met except for the maximum class size. Only an average is given.

M27 Information includes photographs of common areas in the houses, and a QR code which can be used to expand the information available.

**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.	Strength

**Comments**

P1 The Millfield campus is extensive, with grounds, playing fields and buildings maintained to a high standard both inside and out. It is in excellent decorative order throughout and provides an extremely clean, comfortable environment conducive to study and relaxation.

P2 Classrooms are sufficiently spacious for the class size, with natural lighting, quiet, well-furnished and well equipped, most with both digital and conventional whiteboards.

P3 Students have a huge dining hall for main meals, and sizeable common rooms and fully-functioning kitchens in their residential houses, for leisure time and snacks.

P4 The international menu is very wide-ranging, the dishes nutritious and well presented. Fruit, cereal and a range of drinks are freely available in the residential accommodation. Students commented very positively on the catering.

P5 Signage is clear and helpful on this extensive site. Noticeboards, located in appropriate places, are attractive, and those in the houses are fun as well as informative.

P6 All staff have spacious areas for meetings, work and relaxation. Common rooms are comfortably furnished, and provide refreshments.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

**Comments**

P7 There are plentiful learning resources for the different age-groups and the courses being taught. These include a wide range of supplementary materials, both print-based and online, coursebooks and activity books, and books chosen for their content rather than their language.

P9 Provision of educational technology is very good and most staff observed used it confidently in their classrooms. Technical support is readily available.

P12 Resources are reviewed at the end of each season, and teachers are encouraged to recommend additions to the range. There is a plentiful budget for acquiring new materials and resources.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

T2 The teachers are appropriately qualified for the courses with some holding relevant Qualified Teacher Status (QTS) in addition to ELT qualifications. The one teacher without an ELT qualification has QTS relevant to the subject specialism of the Academic English course and received appropriate support; the rationale was accepted within the context of this inspection.

T3 The teaching team has a range of experience and skills in different contexts, which complements the needs of their students.

T4 The director of studies is well qualified and experienced. A rationale was presented for the one member of the academic management team who is not yet TEFLQ, and accepted in the context of this inspection on the basis of relevant experience, appropriate deployment and a TEFLQ qualification due to be completed in January 2024.

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

### Comments

T6 Millfield has a flexible timetable designed to accommodate different arrival times and the availability of transport. Students' requests, such as a later start on Fridays, are responded to, and excursions are timetabled at less busy times.

T7 There are a number of staff on the team who are not timetabled to teach but who are qualified to do so. In addition, agency teachers are employed to fill longer term gaps, so several layers of cover are available.

T8 The syllabus is designed thematically to avoid the issues raised by continuous enrolment on short courses. This criterion is met, but due to the bedding-in of the new exam-led syllabus, some students commented that exam preparation activities were replicated in their classes.

T9 A supportive infrastructure is in place for teachers, so this criterion is met, but teachers commented that, due to issues with recruitment and retention, there was limited scope for this to be fully functional, especially in the context of the newly introduced exam syllabus.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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

T11 There is insufficient written guidance for teachers regarding course content and methodology for the general English course. Apart from knowing the conversational themes and language required at different levels of the exam, TEFLI teachers are required independently to select the content, resources and methodology for the course they are delivering. The academic English course has a clear structure and guidance for teachers.

T14 The complementary sporting and creative arts activities, combined with the break-time happenings and clubs, the evening collaborative events and the student mentors, all contribute hugely to an environment where students are consciously and unconsciously forced into language use. They thus have every opportunity to develop both their emerging language and fluency.

T15 Independent learning is prioritised. Students are provided with a learning journal which includes strategies for developing study skills, and, among other information, has useful links to sites for post-Millfield study.

T16 The social programme activities are appropriately supported by the class work which focuses on the language functions being tested in the exam.

<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.	Strength

#### Comments

T17 Students for both courses are placed as a result of a test which they take at home prior to arrival. It consists of grammar and vocabulary items. In the general English course, speaking and listening are checked during their first class, using a questionnaire which is based on the performance indicators of the spoken English exam they are going to take, and students may be moved up or down in the light of this brief assessment. The criterion is met but the placement test design does not reflect the focus of the target exam in spoken English. A few teachers and students in the focus groups expressed the view that initial placement was not sufficiently robust.

T21 All students are given a leaving report, which includes comments by staff involved in all aspects of the course: teachers, house-parents, and activity leaders. Students also produce a self-evaluation. Samples seen reflect positively on the independent learning skills instilled by the programme, and also on the extent to which the Millfield values are absorbed by the students.

T22 Millfield Enterprises is ideally positioned to provide excellent advice on progression to institutions in the UK and beyond. It has access to comprehensive institutional and careers advice, and has networks with a range of relevant schools and colleges.

#### Classroom observation record

Number of teachers seen	13
Number of observations	14
Parts of programme(s) observed	All

#### Comments

One teacher was seen twice as he was timetabled for both the general English course and the afternoon English option. The teacher timetabled on the Global Studies course was also observed, as were two subject specialists on the academic English course.

<b>Teaching: classroom observation</b>	Met
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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 used a natural, conversational English appropriate to the level of the students, at a satisfactory speed. However, there was insufficient focus on linguistic systems when this would have promoted learning.

T24 The content and topics were generally appropriate to the needs, ages and cultural backgrounds of the students. Planning was generally good, demonstrating that teachers knew their students and were aware of the desired learning outcomes. Overall, however, there was insufficient focus on accuracy for higher level students.

T25 Aims were often made explicit to students and lesson phases were clearly signposted. However, on occasion, inappropriate pacing reduced lesson coherence.

T26 A variety of appropriate techniques to promote learning and student engagement were observed: elicitation, games suitable for young learners such as miming, and various techniques promoting student interaction, such as information gap activities. Sometimes however, teachers relied too much on definition when exploring the meaning and use of new words.

T27 Confident use of digital technology was seen, and use of whiteboards, with clear planning, handwriting and appropriate use of colour. Mini whiteboards were used successfully.

T28 There was effective praise and encouragement of students, and personal interaction with individual students while monitoring, showing teachers were aware of individual learner's needs. There was, however, insufficient correction of mistakes overall and several segments observed contained no corrective feedback.

T29 Role play and coursebook activities were seen which gave teachers evidence of learning, as did routine repetition and the using of new language in other contexts.

T30 Students were usually involved and engaged. A positive classroom atmosphere was generated by a friendly, dynamic teacher presence. Instructions were clear, with time limits set, with a good balance of whole class questions and nomination of individuals. Some teachers, however, talked too much and carried out tasks which learners could have usefully completed.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated natural models of the language and lesson content was age-appropriate, with topics tailored to learner needs. Lessons were planned and learning outcomes were shared with students. Techniques were generally appropriate and classroom resources were managed effectively. Students learning was checked but there was limited correction of students' mistakes. The classroom atmosphere was generally positive with students engaged in their lessons.

### 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 Safety and security procedures are managed centrally by specialised staff. All risk assessments are comprehensive and up to date, with site safety forming a part of staff induction. Fire drills take place regularly and a very large number of staff are first aid qualified. There are many means of monitoring and securing the whole site, and staff can easily communicate and record concerns using dedicated computer applications.

W2 There are comprehensive plans to respond to any emergency both on and off site, and staff and students are made aware of the relevant parts of these.

W3 Pastoral care is excellent with appropriately differentiated procedures to support all students. Students are looked after by a very effective system of welfare managers, house parents and senior staff who are all trained during a detailed induction process. Digital systems allow instant recording and communication of any welfare issues by all staff.

W4 Codes of conduct for students and staff outline the policies and procedures, as appropriate. Information is conveyed to students in suitable language via the website, during orientation, in handbooks and on posters. Regular boarding house meetings allow any issues to be raised and staff are especially alert to any issues.

W6 Transfers for the majority of students are arranged through MELHC for a separate fee. A logistics coordinator manages transfers and advises on the arrangements for unaccompanied minors. There are many practical and useful links on the website and further individual travel advice is given by email.

W7 Detailed information is provided pre-arrival in a website course guide. Student welcome packs are given out during the orientation sessions.

W8 There is a college nurse who holds surgery hours every weekday, and provides advice to members of staff as required. There are also established arrangements with a local surgery and student medical forms provide all relevant information. First aid provision is very good as MELHC trains the majority of its staff on arrival.

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.	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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### Comments

W9 The accommodation sampled is of a very high standard. All boarding houses are assigned by gender and bedrooms are spacious, clean, comfortable, in good decorative order and appropriately furnished; there is good access to bathroom facilities. Common room areas are very well-furnished and provide ample space and opportunities for recreation and relaxation.

W10 The school's house-keeping team ensures a good service of cleaning and maintenance. Two laundry services are available every week.

W11 The residences are regularly checked for safety and maintenance. There are also effective systems in place which allow for the rapid replacement or repair of any defective facilities.

W13 Students can talk to their designated house parents at any time if there are issues with their accommodation. In addition, regular formal meetings also take place in the boarding houses when students are asked if they are comfortable. Appropriate action is quickly taken.

W15 Students have three healthy meals a day and snacks are provided at regular intervals. Meals are of a high quality with sufficient variety and good presentation. Snacks and drinks are available in the boarding house kitchens during the evening. Students in focus groups commented favourably on the food.

<b>Accommodation: homestay only</b>	
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

**Comments**  
None.

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

**Comments**  
None.

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

**Comments**  
W23 A pre-planned comprehensive social and activity programme is in place with all activities designed to support the acquisition of new skills and knowledge, and enhance students' experience of being in the UK. Upcoming activities are advertised via noticeboards and at roll call in the boarding houses.  
W24 A full, differentiated and interesting leisure programme which includes a wide choice of activities and excursions is available to all students. Students can choose certain activities with pre-defined programmes before they arrive. These 'Academies' are adapted and developed based on student interest and preference.  
W25 There is a team recruited specifically to deliver the activity programme, and event management companies are hired to organise bigger shows (such as a music festival) and bring in specialised staff. Staff-student ratios are always generous, and programmes are very well planned and resourced.  
W26 There are well-designed written risk assessments, which are completed for every activity and off-site visit. They form part of the induction of activity staff, who are also involved in their development and updating, based on use and experience.  
W27 As well as recruiting activity staff through a dynamic and extended process, MELHC is also able to deploy highly specialised staff during the summer, who work all year at the main school.

<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.	Strength
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

#### Comments

Students are aged 12–17 years with no exceptions permitted.

S1 There is a comprehensive safeguarding policy in place in line with *Keeping Children Safe in Education* guidelines and linked to Somerset County Council's policies and procedures. The DSL is available twenty-four hours a day. The use of an established and recognised safeguarding application helps to protect those at risk by allowing early intervention using a secure platform. It also provides the DSL with additional support by meeting the statutory and legal obligations they have to the students in their care.

S2 Prior to commencement of employment, all staff are required to read the safeguarding policy, *Keeping Children Safe in Education* and complete the online Accreditation UK introductory course. Further training takes place during induction and forms part of continuous professional development, when local outside specialists are also invited in.

S4 Recruitment procedures are in line with safer recruitment good practice. References are followed up rigorously and where documentation is outstanding, staff are only permitted to work under a signed risk assessment by the headmaster and DSL and must be accompanied at all times while on site. They are unable to reside in any boarding houses and all teaching takes place with an open classroom door.

S5 Supervision arrangements during scheduled activities are comprehensive and students' whereabouts are checked regularly throughout the day. Student attendance at all classes and activities is formally registered and they are never allowed to leave the campus on their own.

S6 Students have a full programme which does not allow for any unsupervised time. When they are in their boarding houses, there is a minimum of two staff on duty including at least one member of the pastoral team. On excursions students aged 15 and older are allowed free time in groups of three for a maximum of one hour.

S7 The houseparent and two assistants are accommodated in each boarding house along with an average of six other staff. Group leaders do not live in the boarding houses. An overnight on-call rota is operated for each boarding house throughout the course. There is a fire drill every week.

#### 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	2006
Last full inspection	July/August 2018

Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Holiday courses (residential and non-residential) plus external groups hiring Millfield facilities
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	School: 1935 English Language Holiday Course: 2001
Ownership	Name of company: Millfield School Company number: 522385
Other accreditation/inspection	ISI

#### Premises profile

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

#### Student profile

	At inspection	In peak week: July 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	32	67
Full-time ELT (15+ hours per week) aged under 16	115	237
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>147</b>	<b>304</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Japanese	Chinese, Japanese
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

#### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	27
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	13	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff	Catering (Chatwells): 72 Cleaners: 50 Estates: 27 Security and School Reception: 14 IT: 17 Non-academic staff employed on MELHC: 47	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	
MELHC Manager and Director of Studies – no teaching hours. Assistant Director of Studies – cover, maximum half timetable (8 hours)	

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	1
Total	13
Comments	
None.	

**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		0
Private home		0
Home tuition		0
Residential		147
Hotel/guesthouse		0
Independent self-catering e.g. flats, bedsits, student houses		0
<i>Arranged by student/family/guardian</i>		
Staying with own family		0
Staying in privately rented rooms/flats		0
Overall totals adults/under 18s	N/a	147
Overall total adults + under 18s	147	