

Organisation name	Bell Cambridge
Inspection date	27–29 June 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W26 and S3 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Bell School, Cambridge in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Bell Cambridge opened in 1956 and was the founder school of the Bell Educational Trust. In 2012 all teaching activities were transferred to Bell Education Services Ltd, a trading subsidiary owned by the Trust. Charitable activities are carried out by the Bell Foundation, which is based in the Cambridge school. In 2023 there are two schools, Cambridge and London, for students aged 16+ and young learner courses with separate accreditation.

This compliance-only inspection took place over two and a half days. The inspectors had meetings with the principal (who is also the head of Bell UK operations), the head of education (for all Bell schools), the learning and teaching manager, the student services manager, the enrichment programme co-ordinator, the accommodation officer, the customer support manager, the maintenance supervisor and the head of marketing.

Focus group meetings were held with teachers and students, including under 18s. Thirteen teachers timetabled during the week of the inspection were observed and inspectors sampled the lunches on offer to students. One inspector visited the residential accommodation and visited two homestays (remotely).

Address of main site/head office

Red Cross Lane, Cambridge CB2 0QU

Description of site visited

Bell Cambridge is located in the southern outskirts of Cambridge, a short bus ride from the city centre. The school buildings are set in grounds with sports facilities and gardens, and comprise a main building, which is a three-storey family house built in the early twentieth century. Various extensions have been added over the years to form a square-shaped building surrounding an inner courtyard.

On the ground floor there is a reception area, a dining room with a social area opening onto the gardens, a lecture room, the staffroom, a resources room, and offices. On the first floor there is a study centre with an outside terrace, a computer room and offices. There are 30 classrooms.

The premises include offices for the Bell Foundation staff, and staff working in human resources and sales and marketing for the whole Bell group. Some facilities are let out to the Alliance Française, who have a permanent office and hire available classrooms.

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

Bell Cambridge offers general English courses (Effective English) of 15, 20 or 25 hours per week; students choosing 20 or 25 hours can customise their courses by selecting from different language skills workshops, business English, one-to-one or IELTS preparation classes. Preparation courses for external English examinations are also offered on fixed course dates. The maximum class size for all courses is 14. Tailor made one-to-one and group courses are offered on demand.

Management profile

The principal is supported by the learning and teaching manager and her assistant. The advanced practitioner, the head of Bell education and two teacher mentors all have a management role. The student services manager oversees the student enrichment programme, whilst the principal also supervises the accommodation officer and maintenance supervisor.

Accommodation profile

The school offers accommodation in homestays and residences.

Two on-site residences are owned by the school. One privately owned self-catering residence has been used exclusively by the school for many years and one of the blocks here is reserved for students aged under 18. Other commercial residences, for adults only, are used either throughout the year or as needed.

One inspector visited two homestays remotely, two on-site residences in person and saw a video tour of one further residence.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with the school's stated goals and values. The continuity of provision is ensured at all times.

The management structure is clear, communication systems are effective, induction procedures are comprehensive and there are substantial opportunities for appropriate and effective continuing professional development. Student administration is efficient and publicity is satisfactory.

Premises and resources

The provision meets the section standard. The premises and facilities are very well suited to the students and the type of courses being run. They provide a very comfortable and professional environment for students and staff. The learning resources support and enhance the studies of students enrolled.

Teaching and learning

The provision meets the section standard. All academic staff are suitably qualified, and the overall curriculum meets the needs of the students. Teaching and learning resources are good. Course design is effective, and students are continuously supported in their learning. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are very well met. The accommodation provided is suitable and a broad range of leisure activities is offered, but risk assessments for these are not specific.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. However, in some cases parental consents are accepted without a complete assessment of the risks involved.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
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.	Met

Comments

There are clear statements of goals and values, and realistic objectives for the future of the school. The management structure is very clear and made known to staff and students. There are very good communication channels both at informal and formal levels. Written feedback is gathered at the beginning, during and at end of the students' course and focus groups also take place. Staff provide feedback informally and during appraisal sessions. Information on any related action taken is shared with students and staff.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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

Comments

There are appropriate human resource policies and effective procedures for the recruitment and selection of staff. Job descriptions are detailed and regularly reviewed. Induction procedures are very satisfactory. There are suitable policies for monitoring and appraising staff and their performance is managed in a very systematic way. Procedures to ensure the continuing professional development of all staff are monitored carefully for their effectiveness.

Student administration	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.	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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

There are effective procedures and standards for dealing with enrolments, cancellations, and refunds. Systems to record students' personal information are rigorously implemented. Conditions and procedures under which a

student may be asked to leave the course are clearly stated. There are clear policies and efficient procedures relating to student attendance and punctuality. Terms and conditions and the school's complaints policy are clearly set out and easily accessible. There is evidence that any problems or complaints are efficiently dealt with.

Publicity	Met
M22 All publicity and information are 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.	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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The main medium of publicity is the website and use is made of social media. Overall, information about the premises, facilities, accommodation, courses and costs is accurate, easily accessible and gives rise to realistic expectations. There is an adequate description of the level of care and support given to students. Claims to accreditation are in line with Scheme requirements.	

Premises and resources

Premises and facilities	Met
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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	
The school buildings and grounds provide a secure, attractive and spacious environment for both students and staff. The premises are well maintained and in a satisfactory state of repair, cleanliness and decoration. The classrooms are adequate in size, have good natural light and allow flexibility of layout. There are very good facilities for relaxation, including common rooms and external seating. A choice of healthy food is served in the dining area. Staff have access to work rooms, common rooms and a staff kitchen. Teachers are well provided for with lockers, workspace and educational technology.	
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.	Met
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.	Met

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

Learning materials are appropriate to fulfil the learning aims of the students and for the length of the course. Modern coursebooks are used for consistency and coherence. Teachers have access to a suitable range of paper-based and digital resources, which are well maintained and organised. The educational technology within the classroom and computer suite is well maintained and supported. The school library has a good range of resources and students receive regular guidance in their use. There is evidence that teaching and learning resources are reviewed on an ongoing basis and teachers' requests for new acquisitions are routinely met.

Teaching and learning

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

Comments

All academic staff are appropriately qualified, and a good number of teachers are TEFLQ.

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.	N/a
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

Teachers are matched appropriately to courses and there are satisfactory timetabling arrangements. Continuous enrolment is well managed. Arrangements for covering for absent teachers is satisfactory. On-going support for teachers is good and systems for the observation and monitoring of teachers' performance are effective and well-designed.

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.	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.	Met
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

The course syllabus is designed around the Common European Framework of Reference and implemented via the choice of a modern coursebook at the appropriate level. Teachers supplement the core activities through the selection of different materials based on student need and level. A written course outline for each week is made available to students by their class teacher on Bell online and in the classrooms. The overall curriculum, which includes structured leisure activities and excursions, encourages the development of language skills, and enables students to benefit linguistically from their stay in the UK.

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

Comments

There are satisfactory procedures for the correct placement of students and students can change classes if needed. Students are guided at the time of enrolment on the selection of courses to prepare for external examinations. Students' progress is monitored closely via class tests and regular tutorials with their class teacher. Students receive a certificate of attendance with an indication of the level at which they have studied. All students receive a leaving report. Any students wishing to progress to mainstream UK education have access to relevant information and specialist advice.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Morning and afternoon general English classes at a variety of levels

Comments

None.

Teaching: classroom observation	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 level of knowledge and awareness of grammatical and lexical systems and were able to communicate this successfully. Accurate and appropriate models of the language were provided for students.

T24 The content in lessons was of interest to the students and appropriate for their level. There was a rationale in the lesson plans for how the learning needs, interests and cultural backgrounds of the students had been taken into account.

T25 Lessons led to appropriate learning outcomes. In most segments observed, the language objectives and learning outcomes were made clear to the students at the start of the lesson. Lessons were generally coherent, and teachers demonstrated there was a clear pathway towards the achievement of specified learning outcomes. However, in some segments the pacing was a little slow, which led to a loss of focus.

T26 Teachers used a range of effective and appropriate teaching techniques for eliciting and illustrating meaning. Meaningful practice activities were set up in which students were able to develop their communication skills. On occasion, learners would have benefited from more help before completing a task.

T27 Classroom layouts were appropriate for learning activities. Teachers used the educational technology confidently, and some effective use of audio-visual resources was included. Visual material, small card prompts and the use of mini-whiteboards were used to enhance the classroom experience and promote learning.

T28 Teachers generally monitored well, and students received encouragement and praise on the content of their responses. In better segments, there was focused feedback, with follow-up practice providing an opportunity for students to extend and develop their language expression. However, in a few segments there was insufficient error correction overall, and a lack of feedback on pronunciation.

T29 The achievement of language learning was usually evaluated by the successful completion of tasks. However, in one or two segments there was insufficient focus on checking whether students could use the new language to express their ideas and talk about their own experiences.

T30 There was a positive and purposeful atmosphere in the segments observed; the content engaged, motivated and challenged the students. Teachers interacted with students in a good-humoured and encouraging way. However, some students were less engaged when the lesson was more teacher-led, with the teacher completing tasks students usefully could have done themselves.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. The content was appropriate, and the activities engaged and motivated the students, enabling them to practise and extend their language knowledge and skills. A range of suitable techniques and resources was employed.

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.	Met
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.	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.	Met
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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments	
Appropriate measures are in place to ensure the safety and security needs of students, including comprehensive plans to respond to any emergency. Students receive very good pastoral care and gave positive feedback on the support they receive from all staff. Clear information and advice, including appropriate guidance to access health services are made known to students.	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
The school provides suitable accommodation for students and has appropriate systems to manage it effectively. Relevant information about their accommodation is sent to students in advance and any problems are quickly identified and resolved. Providers are well informed of the requirements and students spoken to were very happy with their accommodation and those in homestays, with the meals provided.	
<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 the criteria in the above 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.	N/a
Comments	
Clear and helpful information for students on renting private accommodation is provided for students in an information sheet and in the handbook.	
Leisure opportunities	Met
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.	Not met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
Students receive information about local activities and the programme coordinator organises an appropriate and popular schedule of weekly events. Although the staff supervising the activities are experienced and capable, the risk assessments are generic and are not specific to location, activity or group.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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

At the time of the inspection there were 32 students aged under 18, at peak 100. At other times of the year, numbers are fewer.

The safeguarding policy and procedures are effective and implemented by the named designated lead. Safer recruitment procedures are followed, and an appropriate level of training and guidance is provided to all adults in contact with the under 18s. Parental/guardian consents are in place. However, consents for excursions arranged by a third party and overnight stays are requested without a full awareness of the risks involved. Appropriate supervision and safety procedures are in place, accommodation arrangements are satisfactory and contact arrangements effective.

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
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First inspection	1984
Last full inspection	July 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	University Foundation Programme, externally validated teacher training, teacher development courses
Other related accredited schools/centres/affiliates	Bell London, Bell St Albans (year-round young learner centre), Bell Young Learners (seasonal multicentres)
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1955
Ownership	Name of company: Bell Educational Services Ltd Company number: 7169627
Other accreditation/inspection	ISI

Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	122	150
Full-time ELT (15+ hours per week) aged 16–17 years	32	100
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	154	250
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–50	16–30
Adult programmes: typical length of stay	6 weeks	2 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Thai, Italian, Ukrainian, Turkish, Belgian	Saudi Arabian, Argentinian, Italian, Thai, Turkish, French

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	14
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 20 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	4	

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	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	14
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	18	21
Private home	0	0
Home tuition	0	0
Residential	67	6
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	37	5
Overall totals adults/under 18s	122	32
Overall total adults + under 18s	154	