

Organisation name	Bell St Albans
Inspection date	15–16 February 2024

<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 safe, 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.

<b>Summary statement</b>
<p>The British Council inspected and accredited Bell St Albans in February 2024. 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 residential courses in general English for under 18s and for closed groups of under 18s and vacation courses 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, academic staff profile, academic management, course design, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Bell St Albans is owned by Bell Educational Services, a wholly owned subsidiary of the Bell Educational Trust. It has been accredited separately from Bell's other junior summer centres since 2019, because of its year-round provision. All junior courses are managed by the young learners operations (YL Ops) team.

The inspection took place over two days. Meetings were held with the head of UK operations, the head of young learners, the head of education, the academic manager, the customer support manager, the centre manager, the assistant centre manager, the director of studies (DoS), and the activities director. Focus group meetings were held with group leaders, activities staff, teachers and students. All teachers timetabled during the inspection were observed. One inspector visited the residential accommodation.

## Address of main site/head office

Shenley Lane, London Colney, St Albans AL2 1AF

## Description of sites visited

The school occupies part of a historic building in a countryside location close to St Albans. Offices and classrooms, the student common room, the teachers' room, and the dining hall are on the ground floor of the main building, which is organised around a quadrangle, with residential accommodation on the first floor. There are toilet facilities for both staff and students. There are indoor spaces for activities, including a large space for whole-school gatherings, and a large outside grass area for sports. Other parts of the site are not in use by the school.

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 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"/>
Content and language integrated learning (CLIL)	<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

The main offer is Spring, Summer, Autumn and Winter Explorer courses, which run for one to four, one to 11, one to three and one to six weeks respectively, and are open to groups and individuals. Bespoke programmes are offered to closed groups. The age range for all courses is 11 to 17.

## Management profile

The Head of UK operations is part of the Bell Educational Services senior management team, as well as the principal of Bell Cambridge. The head of education and head of young learners (HYL) both report to him. The HYL has overall responsibility for the YL Ops team, including the academic manager and administrative team members. YL Ops manages the centre manager and assistant centre manager for each programme or centre, who in turn line manage the activity director, DoS, student services director (where present), each of which is responsible for their own team.

## Accommodation profile

All students are accommodated onsite on the first floor of the main building. Boys and girls are in separated areas. Rooms are either double or for three or four students, all have bunk beds and storage space, and many have a basin in the room. Shower and toilet facilities in cubicles are located along the corridors. The house parents and residential staff are also located here, with separate facilities.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *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 some respects. The premises provide students and staff with a safe and very comfortable and professional environment for work and relaxation. A wide range of learning resources is available, appropriate to the age and needs of the students and with good guidance for staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) clearly appropriate to the context. Teachers receive strong guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Course design* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. The welfare of students is a priority, student services are well managed, including well-planned, organised and safely delivered out-of-class activities and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. 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. All adults are made fully aware of the comprehensive policy, and procedures are very thorough and appropriate. *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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M1 The Bell Way underpins the work of the organisation and makes its goals and values explicit, particularly in teaching and learning. It is well documented in all staff information, and widely displayed, and is a point of reference for planning and communication.

M2 A three-year strategic plan sets out vision and objectives, whilst the education plan, updated every two years, relates specifically to the organisation's goals and values, with a particular focus on the development of teaching and learning. Plans are shared with staff in a range of ways, and there are clear processes to monitor and review progress.

M3 The structure is clear and well communicated, and is reinforced within the school through a welcome gallery with staff photographs and information. Levels of staffing are high, appropriately to the junior context. Continuity and succession planning is intrinsic to the way the school recruits and organises its staffing.

M4 Communications are effective; good use is made of a range of both formal and informal channels, including regular and well-attended meetings, and staff are well informed and engaged.

M5 As well as regular formal feedback mechanisms, a student council is held every course with the centre manager, and there is a suggestion box which was mentioned by students in the focus group. Feedback is analysed by head office staff to drive improvements in services as well as for marketing purposes, and there is a prominent "You said, We did" display in the school.

M6 The appraisal process provides formal opportunities for staff feedback, either on an annual basis or at the end of a contract. Daily staff meetings and end-of-course surveys are additional sources of staff feedback. Staff generally felt that they had a voice and that their views were valued.

M7 It is clear that the organisation engages in a comprehensive and regular quality review cycle, drawing on a range of sources, including feedback from staff, students, and group leaders as well as internal and external review.

<b>Staff management and development</b>	<b>Area of strength</b>
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 ensures that these are up to date.	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, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### **Comments**

M10 The recruitment policy is supported by comprehensive and well-documented procedures and good records. The relevant staff receive training in safe recruitment. The results of successful strategic recruitment are evident in the well-qualified and experienced management, and the appropriate and balanced course, teams.

M11 A thorough and comprehensive paid induction is provided for all, including short-term staff; there is an induction checklist and clear records to indicate completion.

M12 Performance management in the organisation is supported by a management handbook, as well as a policy and guidelines for performance improvement planning. There is a robust and supportive appraisal procedure which is very clearly set out for staff of all types of contract, and which is effectively adapted for temporary staff.

M13 As is appropriate for a short-course environment, induction process includes a range of mandatory training as well as academic briefing and input. Appraisals effectively identify development needs and opportunities, and particular care is taken to nurture the school's high level of returning staff through individual paths to development and/or promotion.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
<b>Comments</b>	
M14 Service levels are high and feedback is regularly reviewed to ensure customer satisfaction. Thanks to comprehensive and appropriate IT, and training and support in its use, staff are easily able to retrieve and work with student information and records.	
M15 Comprehensive pre-course information and communication is available through the sales and admissions team, within which many languages are spoken. Detailed, bespoke programmes are also designed.	
M19 Rules are made clear through pre-course materials, induction, handbooks, and noticeboards. There is a colour-coded warning card system, which is visually represented and prominently displayed.	

<b>Publicity</b>	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
All criteria in this section are fully met.	

## Premises and resources

<b>Premises and facilities</b>	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
<b>Comments</b>	

P2 Premises are in an excellent state of repair, very clean and well maintained. There is ample space for students outside class time, and thoughtful use has been made of these older premises to provide a very comfortable environment.

P4 The student common room is welcoming and spacious, with comfortable seating and appropriate facilities, and the dining hall, where all meals are served, is well organised, clean, and attractive.

P6 Staff areas, including the teachers' room, are spacious and provide room for storage of belongings. Teachers have flexible working space close to resources. An additional room is set aside for group leaders.

<b>Learning resources</b>	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

**Comments**

P8 A wide range of materials is available to teachers, including a well-organised selection of physical materials, and a bank of project-specific materials on a shared drive. There are also subscriptions to a good range of online resources. Teachers have good access to computers, dedicated laptops and printing and copying facilities. P9 Educational technology in classrooms is well maintained and used regularly and confidently, teachers are issued with laptops, and there are further laptops available for class use. Technical support for computers and smart boards is provided, and staff receive training in both use of technology and how to access support. There is reliable WiFi provision throughout the school.

**Teaching and learning**

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

**Comments**

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

**Comments**

T7 Teaching staff receive a thorough academic induction, which begins with pre-arrival information and role-specific briefing. The main induction presentation includes detailed explanation of the course design and resources for its implementation.

T9 Each teacher is formally observed by a TEFLQ member of the academic management team at least once during the course, and the DoS also carries out frequent "buzz" observations which inform CPD sessions. Observation reports form the basis of teacher appraisals. Teachers in the focus group were appreciative of the observation process and feedback.

T10 CPD input is substantial; sessions take place weekly during each course, and focus on areas identified during observation of lessons.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

#### Comments

T11 The principles of the Bell Way provide a clear underpinning and are communicated and explained at induction. Clear guidance and practical support are provided through a structured and comprehensive project planner template with suggested materials. The template also highlights study and learning strategies.  
 T12 The course includes a strong focus on UK life and culture, and the UK environment is well integrated with course content, particularly through study-tour language work, which teachers plan to accompany trips.  
 T14 Weekly plans are displayed in classrooms; these are created, reviewed and discussed with students as part of project work and design.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this section are fully met.

#### Classroom observation record

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

#### Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met

T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
<b>Comments</b>	
T19 Teachers generally provided clear models, explanations and examples, appropriate to both level and context.	
T20 Although some teachers had not had much time with their students, lesson content and materials were strongly geared to group needs and background, as well as overall course aims.	
T21 Learning outcomes were consistently displayed, often referred to, and worked towards with logical staging and sequencing of activities.	
T22 A range of appropriate teaching techniques was in evidence, with some teachers making good use of checking questions rather than lengthier explanations.	
T23 Most teachers managed the classroom environment well, varying seating arrangements according to activity and encouraging movement. A range of learning resources was effectively used.	
T24 Teachers were generally encouraging and praised students' work. In stronger segments, there was consistent feedback at appropriate moments, including attention to aspects of pronunciation.	
T25 Opportunities were created in the majority of cases for students to demonstrate their learning against intended outcomes, and lessons included appropriate tasks to enable teachers to evaluate learning.	
T26 Most teachers created a positive and purposeful classroom atmosphere, with variety of activity and interaction patterns. Some made good use of nomination to ensure student engagement and involvement.	

### Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

#### Comments

W2 The standard of pastoral care is very good. The managers and houseparents are very experienced, and both the centre manager and assistant centre manager have qualifications and experience in dealing with children with additional or special educational needs. The group leaders play an important role in pastoral care and their guidelines and lines of responsibility are very clear. The staff induction includes a specific focus on welfare.

W3 The policies and procedures are very clearly presented to staff, students, and group leaders. Codes of conduct are signed by everyone, and any infringements are recorded and dealt with effectively.

W5 Transfers from and to the point of entry are included in the cost of the course or personalised information given if alternative arrangements are planned. Feedback indicated that the level of service was excellent. Necessary information, including online safety, is presented well in handbooks and inductions.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 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

W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
<b>Comments</b>	
W9 There are very thorough annual health and safety audits and an additional health and safety check made before each course. Houseparents and staff are aware of their responsibilities regarding reporting any concerns and these are dealt with immediately.	
W13 Meals are of a very good standard, nutritious and varied according to the tastes and requests of the students. Students commented positively on the meals.	

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	

N/a

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

**Comments**

N/a

<b>Leisure opportunities</b>	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

**Comments**

W20 The content of the inclusive leisure programme, including excursions, is entirely appropriate and planned before groups arrive, but adjusted according to requests and interests that are expressed during the stay. There are ample alternative activities available at short notice if necessary.

W21 The programme is extremely well planned and organised. The activity director is assisted by an assistant and a team of activity leaders. Students are given a choice of electives for afternoon and evening onsite activities, which include a variety of interests and sports. The excursions are well prepared, staff are briefed, and students are given tasks and worksheets to complete. Teachers also accompany the excursions.

W23 All activities' staff receive very thorough inductions and ongoing monitoring and guidance. Staff expressed that they felt well prepared for their roles, whether supervising activities or excursions. Any contact sports are supervised by appropriately trained members of the team.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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 all students were between the ages of 12 and 17 and most were in groups accompanied by group leaders. Students can also book individually.

S1 There is expert input into the framing of the comprehensive policy, which is supported by other policies and procedures. These include codes of conduct and incident-reporting documentation.

S2 The levels of training are very good. All staff complete an advanced level of training, and all inductions have a focus on safeguarding. Group leaders are given an appropriately presented, abridged version of the policy and demonstrated an awareness of it during meetings with them. All adults sign a code of conduct.

S5 The levels of supervision are very good, both onsite and offsite, and generally group leaders are additional to the staff. The supervisors are experienced and well briefed.

### 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	2015
Last full inspection	June 2019
Subsequent checks/visits (if applicable)	January 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Bell English centres
Other related non-accredited schools/centres/affiliates	None

### Private sector

Date of foundation	1955 Bell Educational Trust; 2012 Bell Educational Services
Ownership	Name of company: Bell Educational Services Ltd.

	Company number: 07169627
Other accreditation/inspection	N/a

### 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	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	January
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	6	64
Full-time ELT (15+ hours per week) aged under 16	79	96
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>85</b>	<b>160</b>
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
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–2 weeks	2–4 weeks
Junior programmes: predominant nationalities	Argentinian, Spanish	Chilean, Peruvian, French, Italian

### Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	12
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	11 (not including catering but including cleaning and maintenance staff)	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3

### Comments

The current DoS is currently completing TEFLQ qualification. The academic manager is TEFLQ. The HYL forms part of the wider academic management team and is also TEFLQ.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	5
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	7
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	85
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	85
Overall total adults + under 18s	85	

**Points to be addressed**

None.

**Action plan**

N/a