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| Organisation name | Bell Young Learners Centres, head office Cambridge |
| Inspection date | 12–14 August 2024 |

| Section standards | |
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| 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 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 |
| 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 |
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| We recommend continued accreditation. |

| Summary statement |
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| <p>The British Council inspected and accredited Bell Young Learners Centres in August 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private language teaching organisation offers residential vacation courses in general and academic English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Bell Educational Services (Bell) is a wholly owned subsidiary of the Bell Educational Trust. It has been organising residential courses for young learners for over 40 years. The young learner (YL) courses are managed by a team at the head office (HO) in Cambridge. The summer courses take place in July and August in well-established boarding schools (Tudor Hall near Banbury, The Leys in Cambridge, Badminton School in Bristol). The Bell school in St Albans, a year-round school for young learner residential courses, is separately accredited as it offers courses throughout the year.

The inspection took place over three days with two inspectors. They spent a day at The Leys School, a day at head office in Cambridge and a day at Tudor Hall where the final round-up took place with HO staff participating remotely.

In both centres the inspectors talked to the centre manager, the assistant centre manager at the Leys but the student services director at Tudor Hall, the director of studies (DoS), the student services director, the activity director, the assistant activity director (The Leys School), and representatives from the host schools. Focus group meetings were held with teachers, students, activity leaders, group leaders and house parents. All teachers timetabled during the inspection were observed. One inspector visited the residential accommodation in each centre and observed some leisure activities. At head office the inspectors talked to the head of young learners, the academic and activities manager, the admissions team leader, the recruitment co-ordinator and the marketing manager.

Address of main site/head office

Bell Educational Services, Red Cross Lane, Cambridge CB2 0QU

Description of sites visited

The Leys School (Fen Causeway, Cambridge CB2 7AD)

The Leys School (Leys) is an independent co-educational boarding school set on a 50-acre site in the centre of Cambridge. Bell has exclusive use of the site for its summer programmes. Bell was using eight classrooms in a teaching block, with the school hall, dining hall and residential accommodation close by. There are student common rooms and additional rooms for the management team, teachers and activity staff. There are separate toilets for staff and students. Bell has use of the sports hall, various sports pitches and studio spaces, including a cookery room and a drama studio.

Tudor Hall School (Wykham Park, Banbury, Oxfordshire OX16 9UR)

Tudor Hall is an independent secondary boarding school for girls located in the Oxfordshire countryside. Founded in 1850, the school moved to its present location in 1946. It has a mixture of old and new buildings with extensive grounds, as well as modern facilities for sports, crafts, and performing arts. Bell has exclusive use of the site for its summer programme. Bell uses classrooms in a teaching block with the dining refectory and residential accommodation all nearby. There are student common rooms and rooms for the management team, teachers and activity staff. There are separate toilets for staff and students. Bell also has use of studio spaces, including an art room and drama studio, and scheduled use of a range of on-site sports facilities, including a sports hall, tennis courses, football pitches and an indoor swimming pool.

HO staff work in offices on the site of the Bell school for adults in Cambridge.

| 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 checked="" 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"/> |
| Applied English/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"/> |

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| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments

The Bell two-week English Explorer course comprises 30 hours of project-based lessons, run for all levels and with a choice of project themes, together with 25.5 hours of afternoon electives and evening activities and three full day 'study tours' (excursions to places of interest). Two versions of the course are run, a Summer Explorer and a Junior Explorer, for two different age groups. The Summer Explorer course is run at both Leys and Tudor Hall for students aged 11–17. In addition, students prepare for and take an externally validated speaking exam at the end of their course. A two-week Young Cambridge Scholars (YCS) course is run at Leys for students aged 14–17 who are interested in progressing to an English-speaking university. The course is offered at levels B1–C2 and comprises 54 hours of lessons, including subject specific academic skills training.

Management profile

The head of young learners, who is based in Cambridge, reports to the chief executive officer and line manages the the summer centres. Each centre has a centre manager, an assistant centre manager and a DoS.

Accommodation profile

Students are lodged in residences at all centres unless they are day students living with a family member. At the Leys and Tudor Hall all boarding houses are on site and students are housed in single, twin and multi-bedded rooms with shared bathroom facilities. There are separate male and female blocks for senior students (11–17 years), each with a house parent and other members of staff to ensure appropriate night-time supervision. Juniors (7–11 years) are also housed in male or female blocks at the Leys but are mixed at Tudor Hall. There are four accommodation blocks at the Leys. At Tudor Hall, two blocks were in use at the time of the inspection, although up to five had been used during the peak period.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. Student administration is efficient and staff management procedures effective. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive guidance to ensure that they support students effectively in their learning. Courses are structured well although some teachers may require more guidelines. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The students' needs for pastoral care are well catered for. The accommodation offered by the school is well managed and of a very good standard. The leisure programme is comprehensive, well designed and staffed. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is suitably detailed. Staff are appropriately trained to implement it, and safer recruitment procedures are appropriate. The supervision of students on site at one centre is inadequate, however.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management

Area of strength

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| 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. | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | 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 goals and values of the organisation are contained in a clear, all-encompassing mission statement, which is communicated to staff during recruitment, induction and in a variety of documents. It applies to all aspects of the school's work and the 'Bell Way' is integral to the delivery of the programmes.

M2 There is a three-year strategic business plan setting out the organisation's vision and objectives. There is also an education plan, updated every two years, focusing specifically on the development of teaching and learning. Objectives are 'smart', set within a timeframe and outcomes are monitored systematically.

M3 The structure of the organisation is clear and widely displayed with photographs in centres. Staffing levels in centres are more than sufficient, and some succession planning is supported through effective job shadowing opportunities.

M5 Feedback systems for students are very comprehensive, including meetings with student councils. Feedback is sought on a weekly basis, action taken is swift and record keeping is good. Staff are kept informed of relevant comments and it was evident that all feedback is systematically analysed and used to make improvements.

M6 Staff are asked for feedback at the daily, whole staff meetings, and this information is analysed and used to identify where support is needed and what future improvements could be made. They also provide feedback after the courses have finished.

M7 The business plans and objectives provide ample evidence of a comprehensive review cycle informed by student and staff feedback. A report on the summer programmes is presented by the YL manager to senior staff for discussion and analysis, and to establish recommendations for the following year.

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| Staff management and development | Met |
| 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 ensures that these are up to date. | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Met |
| 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. | Met |
| 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. | Met |

Comments

M8 A very wide range of HR policies is in place and staff reported they felt that these were applied in an appropriate and professional manner, which enhanced their experience of working for the organisation.

M9 It is not clear when job descriptions are reviewed and there is insufficient detail regarding the specification of safeguarding duties.

M11 Induction procedures are very thorough, and all staff agreed they felt well prepared to take up their roles at the end of them. All staff receive a job-specific handbook and sign to confirm that the induction had been successfully completed.

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| Student administration | Area of strength |
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| 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. | Strength |
| 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. | Strength |

Comments

M14 Students and their representatives receive a very high level of customer service. This is key to Bell's mission and was confirmed in focus groups and in feedback.

M15 Comprehensive information is provided to parents and agents before students arrive. This includes agent packs, parent guides, fam trips and the availability of head office and sales staff.

M16 Enrolment systems are modern, specialised, clear and effective. Assistance is available in a number of languages from HO staff.

M19 Conditions under which a student may be asked to leave the course are made explicit in parent guides and via the student portal. There is a clear staged process in place designed with the interests of all students in mind.

M20 The complaints procedure is clear and the ultimate option to escalate a concern to an external body is included. This is supported by information available in centres via induction presentations and posters identifying who a student should speak to if they are not happy with any aspect of their stay.

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| Publicity | 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. | Not 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. | Not met |

Comments

Publicity comprises a website, brochure, and a number of social media channels. The website is considered the main form of publicity.

M23 The number of hours per week, the accurate maximum group size or the minimum student age are not provided on the website course summary page.

M28 There is some incorrect and inaccurate use of the Accreditation Scheme marque on the website and on internal documents. Staff are informed that the British Council had ranked the organisation as being in its top three. The Scheme does not provide such information.

Premises and resources

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| Premises and facilities | Met |
| P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Not met |

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| 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. | Strength |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. | Strength |

Comments

P1 Premises risk assessments seen were not always comprehensive, appropriate or specific to the requirements of an offsite EFL summer school. Written records of actions taken to mitigate all identifiable local risks at the Leys school were not present during the inspection.

P2 The premises are in an excellent state of repair and cleanliness, providing both students and staff with a very comfortable environment, including external areas.

P4 Both centres visited have good-sized canteens with welcoming staff. The common areas outside the accommodation blocks are spacious, comfortable and well-equipped.

P5 Branding is used to very good effect to create a sense of identity at the camps. Wayfinding signage was suitable and excellent use is made of noticeboards for the display of general information.

P6 Staff have very suitable places in which to work. Teachers benefit from large, bright teachers' rooms and good-sized offices are provided for administrative and activity staff.

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| Learning resources | Met |
| 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. | 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 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

P9 All teachers receive a laptop and there is an interactive whiteboard in every classroom. Educational technology is well maintained, and teachers reported that they receive good support and training.

Teaching and learning

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| Academic staff profile | Met |
| 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 appropriate to the organisation's context. They are supported by the TEFLQ academic advisor from HO. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

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| Academic management | Met |
| 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 |

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| 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. | Met |
| 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. | Met |
| 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. | Met |

Comments

All criteria in this section are fully met.

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| Course design and implementation | Met |
| 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. | Not met |
| T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |
| 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. | Met |

Comments

T11 The course design provides insufficient guidelines to inexperienced teachers in terms of aims, linguistic content, materials and methodology. The function of and preparation for the required external examination are unclear and there is no obvious connection with the course content.

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| 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

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| Number of teachers seen | 10 |
| Number of observations | 10 |
| Parts of programme(s) observed | General English |

Comments

None.

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| 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 |

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| T21 The intended learning outcomes of lessons are made known to students and are achieved through an appropriate sequence of activities. | Met |
| 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. | Not 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. | Strength |

Comments

T19 Teachers provided mostly accurate models of spoken and written English and explanations were clear and suitable for the students' level.

T20 Student profiles were seen for all classes, showing a good understanding of individual learner's needs. The tasks given to students were mostly appropriate for their level.

T21 Learning outcomes were well expressed and, in most cases, they were clearly displayed in classes. The staging of the lessons was logical and appropriate in most segments seen.

T22 A range of appropriate teaching techniques was seen. This included elicitation, information gap activities nomination of individuals, and checking of instructions. In stronger segments, teachers checked students' understanding through well-chosen concept checking questions.

T23 All teachers managed the learning environment well. Technology was used with confidence during lesson observations and good use was made of digital presentation applications, with clear and helpful board work. In the strongest segments, good use was also made of the classroom space with learner movement and interactive activities.

T24 There was insufficient correction of errors overall and an absence of the use of learner mistakes as a source of teaching and language exploration. There was limited correction of pronunciation errors both at the level of individual sounds and connected speech.

T25 The evaluation of learning was achieved by way of monitoring whether new language learned was being used effectively in additional contexts.

T26 In most classes observed, there were very high levels of engagement and teachers created a positive learning environment. Teachers ensured that students were actively involved in the lesson and used humour and dynamic pacing to enhance the learning experience.

Welfare and student services

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| Care of students | Met |
| 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. | Not 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. | Met |
| 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. | Met |
| W6 Students have access to adequate health care provision. | Met |

Comments

W1 There are comprehensive plans to deal with emergencies that may occur both on and off-site. However, the plans are not site specific and do not consider local conditions. Not all staff at one centre were aware of the existence of the on-site emergency plan.

W2 Pastoral care is well covered at all centres. Staff photoboards provide information on who to speak to, house parents hold daily meetings with students and some staff have additional training in mental health first aid. Daily full staff meetings provide opportunities to share information on any welfare concerns.

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| Accommodation (W7–W18 as applicable) | Area of strength |
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| <i>All accommodation</i> | |
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| W7 Students have a comfortable living environment throughout their stay. | Strength |
| W8 Arrangements for cleaning and laundry are satisfactory. | Strength |
| W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| 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. | Strength |
| W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |
| W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Strength |

Comments

W7 Accommodation at both centres visited was of a high standard and students, staff and group leaders reported positively on the residences. All room types are spacious and well designed. Facilities for staff and students include large common rooms, kitchens and shared bathrooms. All areas were spotlessly clean and well maintained.

W8 Cleaning arrangements are very good. Common areas and bedrooms are cleaned regularly, and bed linen is changed weekly. Laundry arrangements are effective.

W11 In addition to formal feedback arrangements on arrival and at the end of the course, students can report any problems to house parents during daily meetings. There was evidence of an effective relationship between the Bell teams and the host organisations to identify and swiftly resolve any problems with accommodation.

W13 Full board is provided at all centres. Meals were of a high standard, varied and appetising. Student feedback was very positive, and the host organisation's catering team were quick to respond to any requests or feedback from staff and students.

| <i>Accommodation: homestay only</i> | |
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| 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 |

Comments

Homestay accommodation is not offered.

| <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

None.

| Leisure opportunities | 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 leisure programme is well designed and suitably varied to appeal to the needs and interests of the students. Staff leading on-site activities are matched according to their skills and interests, and off-site excursions are well planned. Student feedback was very positive in this area.

W21 Full itineraries are prepared for all off-site excursions in addition to maps and handouts for students. All staff are briefed prior to each trip. On-site activities are individually designed by activity leaders under the supervision of the activity director at each centre.

W22 Individual risk assessments are carried out for each on-site activity. Generic risk assessments which include unsupervised free time and how to respond to emergency situations are in place for excursions and study tours but are not always adapted in relation to specific group composition or local conditions.

W23 At one centre, activities are led by qualified specialist staff. All staff receive a comprehensive induction, monitoring and support by activity managers and all activities are checked for their suitability and potential risks.

| Safeguarding under 18s | Met |
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| 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. | Met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | Met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Not 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 | |

In the week of the inspection there were students in the Leys and Tudor Hall aged between eight and 17 years old: 127 at the Leys and 16 at Tudor Hall.

S1 The safeguarding policy is comprehensive and shows evidence of expert input. It is supported by relevant practical documents including codes of conduct and very accessible incident reporting procedures which are known to all staff.

S5 The monitoring of student attendance at Tudor Hall was excellent but at the Leys it was inadequate – students occasionally wandered in and out of class without notifying the teacher. Furthermore, changes to a class schedule by a teacher were not effectively communicated to the centre management team and it was difficult to locate a group of students.

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: multicentre

| Inspection history | Dates/details |
|---|--|
| First inspection | 1982 |
| Last full inspection | August 2019 |
| Subsequent checks/visits (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) by this multicentre organisation | N/a |
| Other related accredited schools/centres/affiliates | Bell St Albans (young learners year round) Bell Cambridge and Bell London (adult schools) |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1955 Bell Educational Trust 2012 Bell Educational Services |
| Ownership | Bell Educational Services Ltd. Company number: 123 3583 34 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|--|---|
| Address of Head Office (HO) | Bell Educational Services Ltd. Red Cross Lane Cambridge CB2 0QU |
| Name and location of centres offering ELT at the time of the inspection but not visited | N/a |
| Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited | Bell Badminton School Westbury-on-Trym, Bristol |

DATA ON CENTRES VISITED

| | |
|-------------------|---|
| 1. Name of centre | Bell The Leys School, Trumpington Road, Cambridge CB2 7AD |
| 2. Name of centre | Tudor Hall School, Wykham Park, Oxfordshire OX16 9UR |

| Student profile | Totals at inspection: centres visited | | | | |
|---|---------------------------------------|-----------|---|---|---|
| Centres | 1 | 2 | 3 | 4 | 5 |
| ELT/ESOL students | At inspection | | | | |
| 18 years and over | 0 | 0 | | | |
| 17 years and under | 127 | 16 | | | |
| Overall total | 127 | 16 | | | |
| U18 programmes: advertised minimum age(s) | 11 | 7 | | | |
| U18 programmes: advertised maximum age(s) | 17 | 17 | | | |
| Predominant nationalities | Chinese, Turkish | | | | |

| Staff profile at centres visited | At inspection | | | | |
|--|---------------|---|---|---|---|
| Centres | 1 | 2 | 3 | 4 | 5 |
| Total number of teachers and academic managers on eligible ELT courses | 14 | 3 | | | |
| Total number of activity managers and staff | 8 | 4 | | | |
| Total number of management (non-academic) and administrative staff | 4 | 4 | | | |
| Total number of support staff | 3 | 3 | | | |

Academic manager qualifications profile at centres visited

| Profile in week of inspection: at centres visited | Total number of academic managers | | | | |
|---|-----------------------------------|---|---|---|---|
| Centres | 1 | 2 | 3 | 4 | 5 |
| TEFLQ qualification and 3 years' relevant experience | 2 | 0 | | | |
| Academic managers without TEFLQ qualification or 3 years' relevant experience | 0 | 1 | | | |
| Total | 2 | 1 | | | |
| Comments | | | | | |
| None. | | | | | |

Teacher qualifications profile at centres visited

| Profile in week of inspection at centres visited | Total number of teachers | | | | |
|---|--------------------------|---|---|---|---|
| Centres | 1 | 2 | 3 | 4 | 5 |
| TEFLQ qualification/profile | 2 | 1 | | | |
| TEFLI qualification (includes relevant QTS) | 8 | 1 | | | |
| ATEFL portfolio in progress | 0 | 0 | | | |
| Non-ELT-related qualified teacher status only (for short courses for under 18s) | 0 | 0 | | | |
| Holding specialist qualifications only (for ESP/CLIL) | 0 | 0 | | | |
| Alternative professional profile | 2 | 0 | | | |
| Total | 12 | 2 | | | |
| Comments | | | | | |
| None. | | | | | |

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

| <i>Arranged by provider/agency</i> | Adults | | | | | Under 18s | | | | |
|--|--------|---|---|---|---|-----------|----|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Centres | | | | | | | | | | |
| Homestay | | | | | | | | | | |
| Private home | | | | | | | | | | |
| Home tuition | | | | | | | | | | |
| Residential | | | | | | 125 | 14 | | | |
| Hotel/guesthouse | | | | | | | | | | |
| Independent self-catering e.g. flats, bedsits, student houses | | | | | | | | | | |
| <i>Arranged by student/family/guardian</i> | Adults | | | | | Under 18s | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Staying with own family | | | | | | 2 | 2 | | | |
| Staying in privately rented rooms/flats | | | | | | | | | | |
| Adults | | | | | | Under 18s | | | | |
| Overall totals | | | | | | 127 | 16 | | | |

| Centres | 1 | 2 | 3 | 4 | 5 |
|---|-----|----|---|---|---|
| Overall total adults + under 18s | 127 | 16 | | | |

Items requiring early action

Evidence must be submitted within three months to demonstrate how weaknesses in P1, W1 and S5 will be addressed before the start of the next course. The required evidence was subsequently submitted.