Spot check report

Organisation name	Bliss seasonal centres, Livingston
Inspection date	9 July 2026
Current accreditation status	Accredited
Reason for spot check	Signalled: follow up on Points to be addressed

Recommendation

We recommend continued accreditation. The next inspection falls due in 2029; there are no grounds for bringing this forward.

Changes to the summary statement

No changes need to be made to the summary statement, apart from adding the date of this inspection and removing the need for improvement in the areas of academic staff profile and academic management.

New summary statement

The British Council inspected and accredited BLISS seasonal centres in July 2025 and July 2026. 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).

This private language teaching organisation offers residential vacation courses in general English for under 18s.

Strengths were noted in the areas of student administration and premises and facilities.

The inspection report stated that the organisation met the standards of the Scheme.

Summary inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management operates to the benefit of the students and in accordance with the provider's goals and values. There were a couple of issues with publicity, but these were mostly addressed during the inspection. Student administration is carried out efficiently and effectively. *Student administration* is an area of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available. *Premises and Facilities* is an area of strength.

Teaching and learning
The provision meets the section standard. The academic managers have a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Programmes of learning are well managed to the benefit of the students, and the teaching observed met the requirements of the scheme.

Welfare and student services
The provision meets the section standard. Student needs for security, pastoral care, information and leisure activities are mostly met. Students benefit from well-managed student services, including, out-of-class activities and suitable accommodation.

Safeguarding under 18s
The provision meets the section standard. 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.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2022
Last full inspection	2025
Subsequent checks/visits (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Other seasonal centres: Dollar Academy and Prior's Field School, Surrey
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	96	96
Minimum age (including closed group or vacation)	8	8
Typical age range	14–15	14–15
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Spanish, Greek, Brazilian, French	Spanish, Greek, Brazilian, French
Total number of teachers on eligible ELT courses	6	6
Total number of managers including academic	4	4
Total number of administrative/ancillary staff	2	2

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	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1
Comments	
The academic manager does not teach. She splits her time each week between Loretto School and Dollar Academy and is contactable by phone at all times.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	2
ATEFL registered portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	1
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	6
Comments	
The QTS teacher was teaching the Global Leadership course.	

Premises profile	
Address of main site	19 Bramble Glade, Livingston, EH54 9JL
Additional sites in use	Loretto School Linkfield Road Musselburgh EH21 7RE Dollar Academy, Academy Place, Dollar FK14 7DU Prior's Field School, Priorsfield Road, Godalming GU7 2RH

Additional sites not in use	N/a
Sites inspected	Loretto School

Introduction

Background
BLISS (Brownlee Schools Ltd) offers summer residential courses, general English and global leadership for juniors aged 8–17 in a variety of locations in Scotland and England. BLISS is led and managed by one of the two directors of the company, who also acts as the overall academic manager of the courses. She has a key strategic management role; day-to-day management and administration of the summer centres is the responsibility of a team of mostly seasonal staff. At the time of the spot check there were three centres in operation: Loretto School in Musselburgh, Dollar Academy in Clackmannanshire and Prior's Field in Surrey
Bliss was last inspected in July 2025.This spot check was to follow up on points to be addressed from that inspection

Preparation
The spot check was carried out by one inspector, who had been involved in the previous inspection. The inspector contacted the centre in advance to check if there were any dates which would not be suitable and when key staff would be present. The Accreditation Unit and the provider sent the inspector relevant documents, and she reviewed the school's website

Programme and persons present
The inspection lasted a half day with the inspector arriving at 9.30 and departing at 13.45. Meetings were held with the director. Focus group meetings were conducted with the teachers, a group of students and one class was observed briefly. The inspector toured the premises and requested a range of documents, which were provided.

Findings

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team overall has a professional profile appropriate to the context. Induction and CPD are in place and teachers receive good day-to-day support and guidance. Learning strategies and attempts to develop students' language skills outside the classroom are part of course design. The teaching observed met the requirements of the Scheme.

Teaching and learning

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 school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

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
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	Met

teachers.	
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 now met.

Action taken on points to be addressed

M9 Additional duties undertaken by some members of staff were not detailed in an additional job description.
Addressed. Staff undertaking additional duties now receive separate contracts detailing specific duties.
M25 There is no description of the level of care and support given to under 18s.
Addressed. A statement on pastoral care has been added to the website with clear information about the level of care and support given to under 18s.
T12 There were no clear strategies in the course design to ensure teachers systematically helped students to develop their language skills outside of the classroom
Addressed. The course design now includes strategies to ensure teachers systematically help students to develop their language skills outside the classroom. This also forms part of teacher induction.
W1 The plan to respond to emergencies was not known by staff at either location.
Addressed. Staff spoken to at Loretto School knew about the emergency plan and how to respond in the event of any emergencies.
W22 Many risk assessments are in place; however, those related to excursions are overly generic and do not identify specific risks.
Addressed. Risk assessments are now drawn up for each excursion and identify specific risks.
S3 Although parental consent is sought, it does not give sufficient specifics of unsupervised time.
Addressed. The parental consent form now gives details of unsupervised time.
S6 The risk assessment of unsupervised time is overly generic and lacks specific risks.
Addressed. The risk assessment of unsupervised time now gives details of specific risks.

Conclusions

The school has made good progress in addressing the points to be addressed from the previous inspection. The director is very thorough in her approach to continuing review and development and to monitoring progress in these areas.

Items requiring early action

None.