

Organisation name	Bell, London
Inspection date	15–16 June 2022

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Bell, London in June 2022. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Bell, London is a language school offering open enrolment language courses in general English and IELTS preparation to adults (18+) and young people (16+) in school premises.

This compliance-only inspection, which was conducted remotely, took the equivalent of one day and a half over two days. The inspectors held meetings with the school principal (P), the head of UK operations, the head of marketing for the organisation, and the head of Latin America (sales). A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. All teaching was face to face. One of the inspectors spoke to a homestay host and viewed homestay accommodation as well as one of the residences currently used by the school. A live virtual tour of the school premises was also conducted.

Address of main site/head office

Empire Warehouse, Bear Gardens, London SE1 9ED

Description of sites visited/observed

The school occupies two levels of a converted building in Bankside, on the south bank of the river Thames in central London. The school is close to public transport and a range of cultural amenities. The school opens to a reception area with seating, behind which are two offices, a storage area housing a photocopier, and a bank of lockers for staff or students to store their personal possessions. Stairs lead to the first floor which comprises seven classrooms of various sizes, two of which share a partitioned wall that can be opened to create a larger space. The lower floor is also accessed from reception by a small flight of stairs and comprises a multipurpose space with adjoining kitchen where students can socialise, relax and study. The area also contains a number of computers for students' use and a library of materials to borrow. A further five classrooms, a teachers' room with adjoining kitchen, a teacher resources room with an additional photocopier, and toilets can also be found on this floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input 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 school offers general English and examination preparation classes for adults (18+) and young people (16+).

Management profile

The school principal is responsible for the day-to-day running of the school, including academic management, welfare issues, accommodation, and the leisure programme. He is assisted by a recently appointed part-time student services assistant.

Accommodation profile

Homestay and a range of residential accommodation are offered. Some homestay accommodation is organised by the provider, and some through an agency registered with the British Council.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates effectively to the benefit of the students and in clear accordance with the school's stated goals, values and publicity. However, their current staffing levels do not support the effective delivery of all services and ensure continuity at all times.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The wider academic staff team has a professional profile appropriate to the courses offered but teachers do not receive sufficient day-to-day guidance to ensure that they support students in their learning. Aspects of course design require attention. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are generally 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 generally 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.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear mission statement and the organisation's goals and values are made known to all. Clear and realistic plans for the future of the organisation are in place. While the structure of the school is clear, current staffing levels are insufficient to ensure the effective delivery of all aspects of the provision and to ensure continuity at all times. Communication both within the school and with head office is effective. Feedback is obtained from students and there is evidence that it has been acted upon. Opportunities for staff to feed back during meetings and performance review are also in place. Systems to review processes on an annual basis are appropriate.

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

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies, including recruitment procedures, are made known to staff through handbooks and induction procedures. Job descriptions do not, however, reflect the true scope of current roles, nor do they include specific reference to safeguarding responsibilities. Induction procedures are clear and well documented, and there was evidence of appraisals taking place. Staff are offered opportunities for continuous professional development (CPD) to meet individual and organisational needs.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Student administration is well managed, and students confirmed that they receive good customer care. Enrolment, cancellation and refund procedures are carried out efficiently, and with sensitivity. Records are accurate and complete. There are appropriate policies relating to attendance and punctuality with additional procedures in place for students aged under 18. The conditions under which a student may be asked to leave the course are clear. The complaints procedure is appropriate and made known to students and staff. There is evidence that any concerns are promptly dealt with.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. The school also produces brochures and fact files, and has a presence on a number of social media channels.

Publicity is generally accurate and gives rise to realistic expectations. Information is presented in accessible English and details of courses offered are easy to find. Costs of tuition, materials, and accommodation are clearly stated, although additional registration fees and costs for the leisure programme are somewhat inaccessible. The

description of the level of care given to students under 18 is made clear, and information provided on accommodation is accurate. Staff qualifications are described accurately and claims to accreditation meet Scheme requirements.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

The premises provide a very comfortable environment for both staff and students. Classrooms and other learning areas are appropriate, and areas for relaxation and consumption of food are entirely suitable. Free drinking water and access to refreshments is available on site, and the school is close to many additional food outlets. Signage is very clear and noticeboards are well presented and organised and contain up-to-date information. Staff have ample space for work, relaxation and the storage of personal possessions.

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

Comments

Learning resources consist of class sets of coursebooks and access to additional materials on the Bell online platform. Teachers have access to a range of well-organised supplementary materials and digital resources. A good provision of educational technology is provided and technical support is available. A selection of self-study material is available for students and guidance on its use is provided by their teachers. There is no formal policy for the review and development of teaching and learning resources, but there was evidence that teacher requests for materials were considered by the management team.

Teaching and learning

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

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All academic staff have a Level 6 qualification or equivalent, and the teaching team has a range of ELT qualifications and experience appropriate to the courses offered. The school does not currently have an academic manager based at the school and academic administration and day-to-day support for teachers is handled by the principal, who is not TEFLQ. Other aspects of academic management are managed by the suitably qualified and experienced academic team at Bell Cambridge. A rationale for the principal acting as part of the academic management team during the pandemic and its aftermath was accepted in the context of this inspection.	
Academic management	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
Comments	
Teachers are matched appropriately to courses according to preference and experience, and timetabling procedures and cover arrangements are clear. Guidance on dealing with continuous enrolment is covered in the teachers' handbook. As there is currently no academic manager on site, day-to-day guidance is provided by the principal who does not hold a recognised teaching qualification. Although the current teaching team are clearly competent and experienced, elements of academic quality control are lacking. The academic management team at Bell Cambridge manage the annual observation process for Bell London, including a useful CPD programme, but new teachers are not observed during their probation period.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
Course design is based on clearly communicated principles, such as 'the Bell way' which is featured in many documents, including the teachers' handbook. Coursebooks, which provide the main framework for courses, are supplemented by a Bell syllabus but guidance for teachers on how to plan the course, a pacing schedule, and the appropriate amount of supplementary material to be used is lacking. Coursebooks are reviewed with teachers after each cycle. Weekly plans are made available to students via Bell online. While study and learning strategies are included in coursebooks, guidance on how to systematically include them into weekly plans and course design documents should be available to teachers. Courses include a "learning in the city" component which provides students with excellent opportunities to develop their language skills outside the classroom.	
Learner management	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

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

Comments

Procedures for the placement of students and changes of class are transparent and efficiently managed. There are effective procedures for evaluating, monitoring and recording students' progress including progress tests and tutorials. Students receive certificates and reports every six weeks and at the end of their course, subject to satisfactory attendance. Advice regarding examinations and access to mainstream UK education is available at the school and throughout the wider organisation.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments

Each teacher timetabled during the inspection was observed by one of the inspectors.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated good knowledge of the language and provided accurate models of spoken and written form. In better segments, examples of the target language were contextualised, and teachers provided good attention to aspects of pronunciation.

T24 Plans were logical and there were clear attempts to cater to the needs of students as identified in the profiles provided. Anticipated problems and solutions were included, as well as differentiation activities.

T25 Outcomes were made very clear to students, and lessons were well staged with clearly identified objectives achieved through a coherent sequence of activities.

T26 Teachers demonstrated a good range of appropriate techniques, including effective eliciting, prompting and concept checking.

T27 The classroom environment was managed well on the whole. Technology was used confidently and competently and whiteboards were well organised. Students were paired well and instructions were generally clear.

T28 A satisfactory range of correction techniques was observed. In better segments, self and peer correction were encouraged and students were prompted to work things out for themselves. Positive feedback was also used appropriately to encourage students.

T29 Lessons included activities and tasks to evaluate whether learning had taken place, and included time for review and reference to previous lessons.

T30 Overall, teachers created a positive learning atmosphere and there was evidence of good rapport. Students were largely engaged and activities were often personalised to ensure interest. Interaction patterns varied and in better segments involved movement, although some were rather static and lacked pace. However, students were active participants in lessons and learning was clearly taking place.

Classroom observation summary

The teaching ranged from very good to satisfactory against the criteria, with the majority being good. Lessons were well planned and demonstrated a good understanding of students' needs and interests. Teachers demonstrated good awareness of the English language and a range of teaching techniques. Resources were handled well and a positive learning atmosphere was observed. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

There are effective procedures in place to ensure the safety and security of students in the premises, including appropriate risk assessments, fire drills, regular building checks, and comprehensive information on responding to a range of emergency scenarios. Clear policies to promote tolerance and respect are accessible to all, and the relevant points from them are widely disseminated and displayed. Emergency numbers are clearly indicated in all documentation and on student cards. Course fees include insurance to ensure appropriate health care.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

At the time of the inspection, only two of the school's homestay providers were active. Both had been recently visited and the appropriate checks had been carried out. Some homestay accommodation is booked through an agency registered with the British Council, and there is currently some uncertainty over whether the school will

continue with their own homestay systems. The homestay host visited remotely was providing appropriate accommodation and was aware of the relevant rules and conditions, and the residential accommodation viewed was of a good standard. Students receive clear information about their accommodation, and any problems are dealt with by the principal, in liaison with the registered agency as applicable.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

Agreements with homestay hosts, and the registered agency where relevant, ensure that the criteria in this area are met.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met

Comments

Advice and information is available on private rented accommodation, but does not form part of the pre-arrival information. Although informal visits to residential accommodation have been carried out, no formal monitoring takes place.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students receive information about local events and activities, and weekly activities and trips are organised. The programme is relevant to students' ages and interests, and the school responds to requests wherever possible. Relevant risk assessments have been conducted and staff are briefed on how to respond to situations where students are at risk, although procedures for ensuring regular review are currently very informal. The programme is the responsibility of the principal, with occasional assistance from a teacher; given the principal's other commitments and responsibilities this level of staffing is not sustainable.

Safeguarding under 18s

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

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year olds onto the adult courses. At the time of the inspection, one student was aged under 18.

The school has a comprehensive safeguarding policy covering all required areas. The designated safeguarding lead (DSL) is based in Cambridge and the London principal is a designated safeguarding officer (DSO). He currently has no deputy, nor is there anybody else on site with training above basic awareness level. Both the DSL and DSO have completed specialist level training, and all staff and homestay providers are required to complete basic level training. Parents or guardians receive information about the level of care provided and complete a parental consent form. Appropriate supervision measures are in place both during and outside the scheduled programme. Accommodation arranged by the school is suitable and any alternative arrangements are checked. Effective measures are in place to enable 24-hour contact between the school, parents and guardians.

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	1986
Last full inspection	2017
Subsequent spot check (if applicable)	2019
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Bell Cambridge, Bell Young Learners
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1955
Ownership	Name of company: Bell Educational Services Ltd Company number: 07169627
Other accreditation/inspection	ISI

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23	40
Full-time ELT (15+ hours per week) aged 16–17 years	1	2
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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
Overall total ELT/ESOL students shown above	24	42
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–30	18–29
Adult programmes: typical length of stay	8 weeks	6 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Thai	Saudi Arabian, Thai

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	5

Comments

Suitably qualified staff from Bell Cambridge, including the head of education, the head of UK operations, the learning and teaching manager, and an advanced practitioner, are available to support the academic team. As the principal is primarily responsible for academic administration and learner management, a rationale was accepted for him in the context of this inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
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	4	1
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	11	N/a
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	8	N/a
Overall totals adults/under 18s	23	1
Overall total adults + under 18s	24	

Points to be addressed

Points to be addressed

Management

M3 Current staffing levels are insufficient to ensure the effective delivery of all aspects of the provision and to ensure continuity at all times.

M9 Job descriptions do not reflect the true scope of current roles, nor do they include specific reference to safeguarding responsibilities.

Teaching and learning

T9 There is currently no academic manager on site and day-to-day guidance is provided by the principal who does not hold a recognised teaching qualification.

T10 New teachers are not observed during their probation period.

T11 Guidance for teachers on how to plan the course, a pacing schedule, and the appropriate amount of supplementary materials to be used is lacking.

T15 Guidance on how to systematically include learner training into weekly plans and course design documents should be available to teachers.

Welfare and student services

W21 Advice and information is available on private rented accommodation, but does not form part of the pre-arrival information.

W22 No formal monitoring of residential accommodation takes place.

W25 The level of staffing for the leisure programme is not sustainable.

W26 Procedures for ensuring regular review of risk assessments are very informal.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection.

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by January 2023. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.
