

Organisation name	Bell St Albans
Inspection date	18–19 June 2019

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and S3 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Bell St Albans in June 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers residential courses in general English for under 18s and for closed groups of under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, learning resources, academic management, course design, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Bell St Albans is owned by Bell Educational Services, a wholly owned subsidiary of the Bell Educational Trust. In the summer of 2019, Bell St Albans sought separate accreditation from the Bell Young Learners multcentres because, unlike the three other junior summer centres, it offers courses throughout the year. The courses are still managed by the same head office team in Cambridge. A new head of young learners was appointed to the head office team in June 2018.

In 2017, Bell St Albans gave up its lease on the school building and now leases space in the same school premises from a third party. At the time of the inspection, two other summer courses were running on the site.

The inspection took place over two days. Meetings were held with the head of young learners, the head of teacher development, the student services director, the centre manager, the director of studies (DoS), the academic and activities manager, the operations administrator, the marketing manager, the recruitment co-ordinator, the house parents and the director of the host organisation. Focus group meetings were held with the group leaders, the activity staff, the teachers and the students. All teachers timetabled during the inspection were observed. One inspector visited the residences.

## Address of main site/head office

Bell St Albans, Shenley Lane, St Albans AL2 1AF

Head office: Bell Educational Services, Hill Cross, Red Cross Lane, Cambridge CB2 0QU

## Description of sites visited

Bell St Albans is located in a former Victorian convent within 60 acres of countryside. The main building, which houses the administrative offices and most of the classrooms, is set around a traditional quadrangle garden. Further classrooms and the boys' residence are located in St Raphael's, a separate building two minutes' walk away. The girls' residence is in Chantry Lodge, a third building to the rear of St Raphael's.

The dining hall, student and staff toilets and common areas in the main building are shared with other schools on the premises, as are the sports fields and activities facilities, which are booked for use.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Courses (11–17 years) run year round and are divided into four seasons: Summer Explorer (1–12 weeks), Spring Explorer (1–5 weeks), Autumn Explorer (1–3 weeks) and Winter Explorer (1–6 weeks). All courses combine 15 hours of general English with activities and study tours. Additional courses for closed groups of under 18s run on request throughout the year.

## Management profile

Management oversight is provided by the head of young learners, based at head office (HO). Also based at HO are the head of teacher development, the academic and activities manager, the operations administrator and the recruitment co-ordinator. Onsite management is provided by the student services director, the centre manager, the DoS and the activities director.

## Accommodation profile

All students live in the on-site residential accommodation. The boys are accommodated in St Raphael's, a building two minutes' walk from the main school building; the girls are in Chantry Lodge, a building to the rear of St

Raphael's. Rooms are mostly twin, with a small number of singles and dormitory rooms accommodating five to six students. All rooms have full-length bunk beds. There are shared toilets and showers on each floor. A dedicated house parent is responsible for each house; other staff and group leaders are also accommodated, all with separate facilities.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is clear, communication is very good and staff development is managed very effectively. Student administration is carried out efficiently and sensitively. *Strategic and quality management, Staff management, Student administration* and *Publicity* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students with a comfortable and pleasant environment for work and relaxation. However, arrangements for staff to work and relax are less satisfactory. A wide range of learning resources is available, appropriate to the age and needs of the students. Clear guidance on the use of these resources is provided for staff. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a very strong professional profile. Course design is appropriate to the needs and type of learner. Learner management is very effective. Teachers receive very good support, and the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are very well met. Students benefit from a well-managed and varied activity programme. Accommodation is mostly suitable but the dormitory rooms are not satisfactory. Safety measures are in place but further account needs to be taken of sharing the site with other organisations. *Leisure opportunities* is an area of strength.

### 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. Policies and procedures, as well as staff training, are very good; in one case the appropriate procedure had not been followed adequately, however. Supervision of students is rigorous. The lack of parental consent for some students has been addressed by the new enrolment form.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
<b>Comments</b>	
<p>M1 The goals and values of the organisation are explicit in the 'Bell Way' statement, which is documented in information for staff and informs practices throughout the organisation, including staff induction, appraisals and email bulletins.</p> <p>M2 The management's objectives for the future of the organisation are very clear. They are stated in the organisation's five-year strategic business plan and the Bell 'education plan', which is updated every two years and focuses on the development of teaching and learning. Objectives are SMART and the review cycle is set into the annual calendar.</p> <p>M3 The management structure at head office and at centre level is very clear. An organogram for the YL management team includes photographs and clear job titles. Staff are able to cover each other's roles and strategies are in place to ensure continuity of management during busy periods and between courses.</p> <p>M4 Communication within the school and with the wider organisation is very effective. A range of daily meetings take place among the staff at the school. Weekly operations team meetings are followed by information disseminated by email to relevant staff. The centre manager and DoS operate an open-door policy and were commended by staff for their approachability.</p> <p>M5 Systems for taking and recording student feedback are comprehensive and varied in nature. In addition to written feedback, students are invited to contribute to school council meetings and add comments to the suggestion box. All feedback is discussed with relevant teams and in operations meetings. Feedback is analysed before feeding into the review cycle. A 'you said, we did' poster is displayed in the school.</p> <p>M6 Mechanisms for gathering feedback from staff are very effective and include online feedback, an end-of-contract review with the line manager and a system for annual appraisals. All feedback is analysed at HO and action is documented.</p> <p>M7 A regular quality review cycle is evidenced in the education plan, which is informed by multiple sources of references including feedback, observations, appraisals and end-of-course reviews. The annual self evaluation is a very detailed collaborative document compiled by the management team.</p>	

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

<b>Comments</b>	
<p>M8 A wide range of policies detailing terms and conditions of employment is available to all staff in handbooks and in electronic form. Staff feel well informed and supported by the organisation.</p> <p>M10 Procedures for each stage of the recruitment process are thorough and consistent and carried out by trained and experienced staff at head office. Records of recruitment documentation are comprehensive.</p> <p>M12 Procedures for staff appraisals are robust and supportive and are set out in the Bell performance management handbook. All staff are appraised annually or at the end of their contract. A quarterly staff award system is in place for which all staff are eligible.</p> <p>M13 A policy for continuing professional development (CPD) covers training for all staff, including opportunities for external training relevant to the role and funding for additional qualifications. The need for CPD is identified through a range of methods, including observations, requests and appraisals.</p>	

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
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.	Strength

#### Comments

M15 Pre-course information is comprehensive and is provided in a number of forms in addition to the website, including leaflets and templates for specific requests. Students felt very well informed about the courses they had booked.

M19 The attendance policy is made very clear to students and parents, and is implemented by the whole team from house parents to teachers. Evidence was seen of the procedure being followed in the case of a student who missed a class.

M21 The complaints procedure, including the option of recourse to an external body, is written in very clear, accessible language and available in pre-arrival information, as well as posted around the school. All complaints are handled sensitively and logged with details of action taken.

Publicity	Area of strength
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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Strength
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

Publicity comprises a website, brochure, leaflets and social media. The website and brochure are for the UK Bell group as a whole. The main medium of publicity is the website.

M23 Information is written in highly accessible, plain English with translations available in Italian, Spanish and Chinese.

M24 Information on the courses is presented simply and clearly, with a consistent use of simple icons in the brochure to indicate facilities available.

M26 A parents' section on the website gives comprehensive information about arrangements for pastoral care, including travel information and frequently asked questions.

### 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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not 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.	Not met

**Comments**

P4 The canteen provides a choice of healthy food at mealtimes and is popular with students and staff. Free drinking water is available and a tuck shop is open during break times. A vending machine selling snacks is located in the main building and free snacks are provided in the evenings.

P5 There is sufficient directional signage to ensure students and visitors are able to navigate the premises. Noticeboards are well organised and display information clearly. Some classrooms had no fire evacuation procedure notices. This was rectified during the inspection and is no longer a point to be addressed.

P6 A teachers' room is available but is not large enough for all staff on site to prepare lessons. Teachers reported that they are unable to work effectively in their own bedrooms because there is no reliable internet connection and classrooms are often unavailable in the afternoons.

**Learning resources****Area of strength**

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.

Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.

Met

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.

N/a

P11 Students receive guidance on the use of any resources provided for independent learning.

N/a

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Strength

**Comments**

P7 There is a wide range of up-to-date learning resources available to supplement the in-house materials (see P8). In addition to printed resources, teachers have access to online subscriptions and a large supply of games and audio-visual resources.

P8 Resources for teachers are very appropriate to the nature of the short courses and the age and interests of the learners. Teachers are provided with 'project planners' designed by the academic management team for each level. The planners suggest lesson ideas and sources of materials based on a weekly topic.

P12 An ongoing review cycle ensures that resources are continually updated. Feedback from staff and students influences the planning and review of materials in development. A budget is available to supply new materials requested by teachers.

**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.

Strength

**Comments**

T1 A member of the teaching team is awaiting the results of her university degree. A rationale was provided, which was accepted because evidence from previous results suggests the degree will be awarded.

T4 All members of the academic management team are TEFLQ and have significant experience in teaching and managing young learner courses. The DoS has almost 30 years' experience as a manager of English language courses.

**Academic management****Area of strength**

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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T7 There is very good provision for teaching cover. A number of activity leaders and other non-academic staff are TEFLI and the DoS is also available to teach if necessary.

T8 The course design takes account of weekly arrivals; courses are planned in weekly blocks and classes are rotated and reallocated every Monday.

T9 Teachers are well supported in their roles. In addition to the day-to-day guidance from the DoS, teachers can access online support such as video tutorials and are also given opportunities to do 'walk arounds' where they can observe the outcomes of projects in other classes.

T10 Teachers are observed regularly in a range of ways. As well as annual graded observations, less formal buzz observations take place frequently, and peer and team teaching is facilitated by the DoS. Feedback from formal observations is supportive and developmental. When strengths are identified, teachers are encouraged to share good practice.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T11 The principles of the course design are communicated very clearly via the 'Bell Way' statements. Courses are based on project work, and 'project planners' with links to sources of materials provide clear guidance for teachers.

T12 Courses are reviewed continually. New projects are piloted and feedback from teachers and students at the end of each course informs their development.

T13 The syllabus, with a summary of each project, is made clear to students via the sales team. Analysis of booking patterns shows that students book courses according to the topics they prefer.

T14 Courses make very good provision for the acquisition of language through activities additional to English classes. The weekly study tours incorporate language acquisition through pre-, during and post-tour tasks designed by the teachers. Activity staff are given training in embedding vocabulary into activities on study tours and in the afternoon electives.

T15 Courses give very good guidance in the development of study skills. Teachers incorporate 'learning to learn' strategies into the lessons and students are required to produce a portfolio of work during their stay. This involves organising and storing new vocabulary and completing 'can do' statements at the beginning and end of their stay.

T16 The courses provide a range of opportunities and strategies for language development outside the classroom. In addition to the study tours, these include a confidence quiz completed at the beginning and end of the course and a weekly English challenge day.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength

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.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### Comments

T18 Progress is monitored continually from the start of the course in a number of ways, including the confidence quiz (see T16), and self-assessment 'can do' statements (see T15). Assessment for learning strategies is built into guidance for teachers. The leaving certificate provides a detailed report on the students' skills with statements linked to the Common European Framework of Reference (CEFR).

T21 Reports are very detailed, yet written in simple, clear English. They contain both comments on language skills and more personal and social aspects such as course participation and attitude. They are very professionally presented.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English including examination preparation.

#### Comments

None.

<b>Teaching: classroom observation</b>	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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
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 Accurate written and oral models were provided in all segments observed. There was some helpful information given such as word class and use of phonemic symbols. In some segments, teachers elicited grammar rules but overall, there was a lack of in-depth study when dealing with new language.

T24 Class profiles were detailed and lesson content reflected the stated needs of the learners. Lessons were based on cultural themes with a focus on UK topics and there was a good level of challenge overall.

T25 Lesson outcomes were generally very clear. Teachers were observed using checklists and lesson staging was systematic, with skill-building strategies and clear links to the outcomes of project work.

T26 A range of basic techniques was observed, including elicitation, nomination, prompting and time checks.

T27 Teachers managed a range of learning resources effectively and used technology to enhance the learning experience. Seating arrangements were satisfactory overall, though sometimes rather formal and not always conducive to group work or management of L1 use.

T28 Feedback stages were built into lesson plans and some teachers incorporated peer correction stages into writing activities. However, most feedback tended to be teacher centred and there were missed opportunities for a focus on accuracy when relevant.

T29 Learning was evaluated effectively overall through methods such as asking students to produce examples of language in a new context and use of concept checking questions. Strategies for self assessment were included in some lesson plans.



T30 Student engagement was good overall and the learning atmosphere was generally positive. Teachers set collaborative tasks, materials were engaging and aims were clear. However, teachers tended to lack strategies for dealing with the use of L1 in class.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers provided accurate models and gave some helpful information about language. Learning outcomes were made clear, either explicitly or through a series of logically staged activities. A range of appropriate teaching techniques was observed, and technology was used confidently and appropriately. Seating arrangements tended to hamper group work and use of L1 was common. Feedback was generally teacher led but overall, learning was checked. A positive learning atmosphere was fostered throughout.

### 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.	Not 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.	Strength
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.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 Although a number of safety measures are in place, including regular fire drills and security patrols of the accommodation houses overnight, the premises risk assessment does not assess fully the shared use of the site with other organisations during the day. The site is open access, only Bell students and staff wear lanyards and the front door, despite a keypad entry system, was wide open and unmonitored for most of the two days of the inspection.

W2 A clearly expressed and comprehensive plan to respond to emergencies is in place. It is made known to staff at induction; essential information for students is conveyed clearly and sensitively at induction and in their handbook.

W3 Students benefit from excellent pastoral care. All staff prioritise the well-being of the students, with the house parents, in particular, providing very individualised support throughout.

W4 The policy and procedures are written in very accessible language and relevant information is widely available at induction, on posters and in the student handbook. The school promotes tolerance, respect and equality with very appropriate reference to its Prevent policy.

W6 Very clear, detailed and practical information about transfers organised by the school is provided in pre-arrival documentation. Staff on airport duty are well briefed; students, staff and group leaders spoke positively of the excellent arrangements in place.

W7 Students are provided with a good range of relevant, attractively presented information about being in the UK; this is presented at induction, in the student handbook and on notices around the school.

W8 Health care provision onsite is excellent. A nurse is in school four mornings per week and on call outside these times; a team of first aid-trained staff is available to accompany students to any medical appointments. All students have health insurance included in their course fee.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not 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.	Strength
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

W9 The single and twin rooms in the accommodation houses are entirely satisfactory. The dormitory rooms, accommodating five or six students, are very cramped and have insufficient hanging and drawer space, and nowhere to store luggage. Students in these rooms told the inspectors they were not happy. Girls in one wing of Chantry house said two showers for 20 girls made the timing of morning showers difficult.  
W13 A very professional team of house parents identify issues very swiftly and liaise effectively with other school staff to resolve them.

#### Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### 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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

#### Comments

W24 Students benefit from the very varied activity programme, including an impressive range of electives with sports and non-sports choices. Every evening a schedule of creative, and often competitive, games and activities is very popular with students.

W25 The programme is very well organised and resourced. The activity director and her team bring a range of skills, interests and expertise to their roles; house parents and teachers also take part. Practical daily briefings for all on-site and off-site activities are held. Students have maps and professionally produced handouts on trips.

W26 There are detailed, up-to-date risk assessments for all activities, including for any unsupervised free time for students aged 13+. Staff accompanying activities have a comprehensive excursions safety guide and are supported further by senior staff in the school. The risk assessments are regularly reviewed and adjusted.

W27 A number of activity staff have specialist qualifications and experience. Third-party providers of activities off site are required to undergo checks, provide session plans and sign compliance with Bell's code of conduct.

### Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not 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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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

All the students on courses at the school year round are aged under 18.

S1 A comprehensive and clearly-expressed safeguarding policy is in place, underpinned by health and safety policies and codes of conduct. It is reviewed and updated regularly. The procedure for dealing with any staff whose suitability check has not been received before they start work is entirely appropriate but one such teacher was teaching in a classroom in the accommodation house with no evidence of the required supervision.

S2 Provision for training is excellent, with a good number of staff having completed advanced and specialist training. All staff complete online basic awareness training, supplemented by useful face-to-face sessions at their induction, and a helpful safeguarding procedural flowchart is widely available.

S3 Although the new 2019 enrolment form includes appropriate parental consent, some students in school at the time of the inspection had enrolled using an earlier version of the form and no parental consent, therefore, was on file for them.

S5 Arrangements for the supervision and safety of students are good. Attendance in class, on activities and in the accommodation houses is checked regularly and any absence followed up immediately. Risk assessments are in place for all activities and study tours, including for limited free time for students aged 13+. Staff-student ratios are adjusted appropriately according to the context.

S6 Rules are made clear to students and group leaders and supervision on site during students' free time is good. House parents are always on duty when students are relaxing, and overnight.

### 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	1981 (Bell Young Learners)
Last full inspection	2015 (Bell Young Learners)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Bell Young Learners Multicentres; Bell Cambridge, Bell London
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	1955 Bell Educational Trust; 2012 Bell Educational Services
Ownership	Name of company: Bell Educational Trust Company number: 01048465
Other accreditation/inspection	N/a

**Premises profile**

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

**Student profile**

	At inspection	In peak week: June (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	4	4
Full-time ELT (15+ hours per week) aged under 16	87	107
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>91</b>	<b>111</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Russian & French	Italian, French & Russian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	9
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	2	1

Number of management (non-academic) and administrative staff working on eligible ELT courses	14	
Total number of support staff	20 (not directly employed by Bell)	

### Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	
TEFLQ qualification	2	
Academic managers without TEFLQ qualification or three years relevant experience	0	
Total	2	
Comments		
The academic manager is not timetabled to teach on any courses.		

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	0	
TEFLI qualification	7	
Holding specialist qualifications only (specify)	0	
Qualified teacher status only (QTS)	0	
Teachers without appropriate ELT/TESOL qualification	0	
Total	7	
Comments		
None.		

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	91
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	91
Overall total adults + under 18s	91	

---

## Points to be addressed

---

### *Points which must be addressed within three months*

#### **Welfare and student services**

W1 The premises risk assessment does not assess fully the shared use of the site with other organisations during the day.

#### **Safeguarding under 18s**

S3 Although the new 2019 enrolment form includes appropriate parental consent, some students in school at the time of the inspection had enrolled using an earlier version of the form and no parental consent, therefore, was on file for them.

#### **Other points to be addressed**

#### **Premises and resources**

P6 The teachers' room is not large enough for all staff on site to prepare lessons. Teachers reported that they are unable to work effectively in their own bedrooms because there is no reliable internet connection and classrooms are often unavailable in the afternoons.

#### **Teaching and learning**

T23 Overall, there was a lack of in-depth study when dealing with new language.

T27 Sometimes seating arrangements were rather formal and not always conducive to group work or management of L1 use.

T28 Most feedback tended to be teacher centred and there were missed opportunities for a focus on accuracy when relevant.

T30 Teachers tended to lack strategies for dealing with the use of L1 in class.

#### **Welfare and student services**

W9 The dormitory rooms, accommodating five or six students, are very cramped and have insufficient hanging and drawer space, and nowhere to store luggage.

#### **Safeguarding under 18s**

S1 The procedure for dealing with any staff whose suitability check has not been received before they start work was not being followed adequately in the case of one teacher.

---

## 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. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must 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.

---