

|                   |                 |
|-------------------|-----------------|
| Organisation name | Bell, London    |
| Inspection date   | 27–28 June 2017 |

| Section standard  | Met                                 | Not met                  |
|---|-------------------------------------|--------------------------|
| <b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Care of under 18s section   | N/a                      | Met                                 | Not met                  |
|---|--------------------------|-------------------------------------|--------------------------|
| There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Bell, London in June 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+).

Strengths were noted in the areas of staff management, quality assurance, learning resources, academic management, teaching, care of students, and leisure opportunities.

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

## Organisation profile

| Inspection history  | Dates/details  |
|---|--|
| First inspection  | 1986   |
| Last full inspection  | 2013   |
| 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 | None   |
| Other related accredited schools/centres/affiliates               | Bell Cambridge, Bell Young Learners (including Bell St Albans) |
| Other related non-accredited schools/centres/affiliates           | Bell Teacher Training, Bell Educational Projects               |

## Private sector

|                                |  |
|--------------------------------|--|
| Date of foundation             | Bell dates from 1955. The Bell Educational Trust was formed in 1974 and Bell Educational Services Ltd in 2010. |
| Ownership                      | Name of company: Bell Educational Services Ltd<br>Company number: 07169627                                     |
| Other accreditation/inspection | ISI  |

## Premises profile

|  |  |
|--|--|
| Address of main site   | 20–21 Southampton Place, London WC1A 2BP   |
| Details of any additional sites in use at the time of the inspection     | N/a  |
| Details of any additional sites not in use at the time of the inspection | N/a  |
| Profile of sites visited   | <p>The school occupies two five-storey adjoining, interconnected Georgian buildings in the centre of London. The school is close to tube stations and good bus links. There are 12 classrooms, all of a similar size, on the lower ground floor, first, second and third floors. The student lounge is on the lower ground floor. The ground floor has the reception area with comfortable seating and a large TV information screen. Behind the reception is the main administration office. The principal's office (which can be used as a classroom for one-to-one lessons) is nearby. Two of the organisation's marketing team have their office space on the ground floor. The learning centre and computer rooms are on the second floor.</p> <p>The fourth floor is dedicated to staff accommodation which comprises a large well-equipped work room, the teaching and learning manager's office, a staffroom with comfortable seating used for relaxation and meetings, a shower room with toilet, a small kitchen and the resources room.</p> <p>The building has a lift.</p> |

## Student profile

|   | At inspection | In peak week: July<br>(organisation's estimate) |
|---|---------------|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 100           | 100   |
| <b>ELT/ESOL students</b> (eligible courses)                               | At inspection | In peak week                                    |
| Full-time ELT (15+ hours per week) 18 years and over                      | 54            | 64  |
| Full-time ELT (15+ hours per week) aged 16–17 years                       | 2             | 6   |
| Full-time ELT (15+ hours per week) aged under 16                          | 0             | 0   |

|  |   |   |
|--|---|---|
| Part-time ELT aged 18 years and over               | 0   | 0   |
| Part-time ELT aged 16–17 years                     | 0   | 0   |
| Part-time ELT aged under 16 years                  | 0   | 0   |
| <b>Overall total</b> ELT/ESOL students shown above | <b>56</b>   | <b>70</b>   |
| Junior programmes: advertised minimum age          | N/a   | N/a   |
| Junior programmes: actual minimum age              | N/a   | N/a   |
| Junior programmes: advertised maximum age          | N/a   | N/a   |
| Junior programmes: actual maximum age              | N/a   | N/a   |
| Junior programmes: predominant nationalities       | N/a   | N/a   |
| Adult programmes: advertised minimum age           | 16  | 16  |
| Adult programmes: actual minimum age               | 16  | 16  |
| Adult programmes: typical age range                | 16–65   | 16–65   |
| Adult programmes: typical length of stay           | 15 weeks  | 15 weeks  |
| Adult programmes: predominant nationalities        | Italy, Brazil, Korea, Russia, Japan, Saudi Arabia | Italy, Brazil, Korea, Russia, Japan, Saudi Arabia |
| Number on PBS Tier 4 General student visas         | 0   | 0   |
| Number on PBS Tier 4 child visas                   | 0   | 0   |
| Number on short-term study visas                   | 38  | 47  |

| <b>Staff profile</b>   | At inspection | In peak week<br>(organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses   | 14            | 16  |
| Number teaching ELT 20 hours and over a week   | 9             |   |
| Number teaching ELT 10–19 hours a week   | 3             |   |
| Number teaching ELT under 10 hours a week  | 2             |   |
| Number of academic managers for eligible ELT courses   | 1             | 1   |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 4             |   |
| Total number of support staff  | 1             |   |

#### Academic manager qualifications profile

| Profile at inspection   |                             |
|---|-----------------------------|
| Professional qualifications   | Number of academic managers |
| TEFLQ qualification   | 1                           |
| Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category) | 0                           |
| <b>Total</b>  | <b>1</b>                    |
| Comments  |                             |

No teaching hours scheduled during the week of the inspection.

#### Teacher qualifications profile

| Profile in week of inspection                    |                    |
|--|--------------------|
| Professional qualifications                      | Number of teachers |
| TEFLQ qualification                              | 8                  |
| TEFLI qualification                              | 6                  |
| Holding specialist qualifications only (specify) | 0                  |

|   |    |
|---|----|
| YL initiated  | 0  |
| Qualified teacher status only (QTS)   | 0  |
| Teachers without appropriate ELT/TESOL qualification<br>(NB Rationales need to be prepared for teachers in this category) | 0  |
| <b>Total</b>  | 14 |

#### Comments

The qualifications profile is very good with more than 50 per cent of the teachers being TEFLQ.

#### Course profile

| Eligible activities  | Year round                          |                                     | Vacation                            |                          | Other - N/a              |                          |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
|  | Run                                 | Seen                                | Run                                 | Seen                     | Run                      | Seen                     |
| General ELT for adults   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18)                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes<br>(excludes IELTS preparation)      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes<br>English for Executives) | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development<br>(excludes award-bearing courses)            | <input type="checkbox"/>            | <input type="checkbox"/>            | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Comments

Students aged 16 and 17 are enrolled on adult courses. There were two students aged under 18 attending the school at the time of the inspection.

The main provision is general English for adults of all levels. Students can choose to study 15, 20 or 25 hours per week. Some IELTS exam preparation and business English classes are also available at the London school. Eight students had chosen to have one-to-one lessons at the time of the inspection. The classes are taught in three teaching blocks, 09.00 to 12.00, 13.30 to 14.45 and 15.00 to 16.15. One week is the minimum period of study. The school can be flexible to suit students' personal circumstances regarding the number of hours of study and the times of day. Other Vacation above refers to an Art & Design module held exclusively in the summer. This was not running at the time of inspection but is used for general Content and Language Integrated Learning (CLIL) and specialist art and design vocabulary development.

#### Accommodation profile

##### Number of students in each at the time of inspection (all students on eligible courses)

| Types of accommodation  | Adults | Under 18s |
|---|--------|-----------|
| <b>Arranged by provider/agency</b>                            |        |           |
| Homestay  | 4      | 2         |
| Private home  | N/a    | N/a       |
| Home tuition  | N/a    | N/a       |
| Residential   | 11     | 0         |
| Hotel/guesthouse  | N/a    | N/a       |
| Independent self-catering e.g. flats, bedsits, student houses | N/a    | N/a       |
| <b>Arranged by student/family/guardian</b>                    |        |           |
| Staying with own family                                       | 1      | 0         |
| Staying in privately rented rooms/flats                       | 38     | 0         |
| <b>Overall totals adults/under 18s</b>                        | 54     | 2         |

## Introduction

The Bell London school, established in 1986, has occupied many different locations in London. For the past 11 years the school has been at its present address, but is shortly due to move again. The school had a ten-year lease which ended in 2016. A further year-long lease was negotiated to allow the organisation to seek new premises. This has been successfully achieved and the move to the Southbank in London is planned for September 2017. There are no planned staff changes following the move and all staff spoken to were excited and enthusiastic about the new premises.

The inspection took place over two full days. Meetings were held with the principal, the teaching and learning manager and the student services manager. Two of the head office marketing team, usually based in Cambridge, responsible for Asia and South America respectively, have office space in the London school at present and one of the team was interviewed regarding sales and enrolment procedures. All but one of the 14 teachers timetabled during the inspection were observed in class. A student due to have a one-to-one lesson did not attend and so his teacher was not observed. One inspector visited two homestay providers and one student residence.

Many systems and procedures are dealt with by head office staff in Cambridge. These include human resources, homestay accommodation, marketing and teacher training. The principal had organised for staff members with responsibility for these areas to travel to London so that they could be interviewed and essential documentation examined at the London school. Meetings were held with head of teacher development, the accommodation manager and a member of the human resources (HR) team who provided full access to staff records, which are now kept online and in compliance with data protection regulations. In addition one telephone interview was carried out with a member of the Cambridge-based marketing team responsible for publicity.

## Management

### Legal and statutory regulations

| Criteria                     | See comments                        |
|------------------------------|-------------------------------------|
| M1 Declaration of compliance | <input checked="" type="checkbox"/> |

### Comments

M1 The items sampled were satisfactory.

### Staff management

| Criteria                        | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M2 Management structure         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M3 Duties specified             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> |                          |
| M4 Communication channels       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M5 Human resources policies     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M6 Qualifications verified      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| M7 Induction procedures         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M8 Monitoring staff performance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| M9 Professional development     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |

### Comments

M2 The school is run by a small and mutually supportive team. The day-to-day running of the school is the responsibility of the principal who has been with the school for eight years, six in his current role. The student services manager started her career at the Bell school in Cambridge before joining Bell London two years ago. The teaching and learning manager joined the school in the autumn of 2015 and was promoted to her current position in August 2016. Some of the teachers have been working for Bell London for many years. The student services manager can cover for the principal and one of the permanent teachers can take over some of the academic management tasks if necessary. Further support and cover can be made available by the Cambridge school staff if necessary.

M3 Job descriptions are clear and serve as a basis for discussion and development during appraisals.

M4 Communication between all staff and in a wider context across the schools is a continuous and effective process. There are regular and well-documented departmental meetings in addition to the constant informal contact between staff. The principal, the teaching and learning manager and the student services manager work very closely together and are available at all times to other staff and the students. There are weekly and monthly telephone conferences with the senior management staff, based in Cambridge and with department heads in the Cambridge and St Alban schools as well as face-to-face meetings throughout the year. Information about how the school is progressing as a business is available to all staff.

M5 The principal can choose and appoint new staff once need for extra staff has been identified and agreed at Head Office (HO). All contractual administration is carried out by the HR department to ensure that all contracts and related documentation are compliant with current employment law. The examination of the staff files made available online in London by the Cambridge-based HR staff member, showed that all staff files were in immaculate order.

M7 All new staff are placed on probation. Induction procedures are very thorough and carried out over a period of time to ensure that there is no information overload. All staff are issued with helpful and well-thought-out handbooks. The most recently appointed teachers commented very favourably on the induction procedures.

M9 The Bell organisation is dedicated to provide learning opportunities for all categories of staff as needs are identified through monitoring or due to new legislation. A continuous personal development (CPD) programme is available to staff at both Cambridge and London. It is published annually so that staff have plenty of time to assess availability and personal needs and interests. The programme is extensive and includes performance reviews, observations and in service training sessions. All staff are also encouraged to take part in off-site workshops and conferences and some financial support is available for this.

### Student administration

| Criteria                               | Not met                             | Met                                 | Strength                 | See comments                        | N/a |
|--|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-----|
| M10 Administrative staff and resources | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M11 Information on course choice       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M12 Enrolment procedures               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M13 Contact details                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M14 Student attendance policy          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M15 Students asked to leave course     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |     |

#### Comments

M10 All staff, including the principal, have a sound knowledge of what the school has to offer and prospective students receive a high level of attention from staff at all times. During busy times additional staff are employed, as was the case at the time of the inspection when a new reception staff member was being inducted.

M11 The information given in publicity about the content, objectives, and levels of the courses offered is clear, plentiful and helpful to potential students. In addition for walk-in enquiries the teaching and learning manager and the marketing managers are at hand to answer more complicated questions on course content and course programme planning.

M12 Nearly all bookings come via the marketing department in Cambridge which processes and confirms bookings when the sales procedure is completed.

M13 Examination of student contact details showed that the school was not in possession of full addresses in London for all the students.

M14 There is a clear attendance policy and it is a requirement of all staff to complete registers online and to follow up attendance issues.

### Quality assurance

| Criteria                        | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M16 Action plan                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M17 Continuing improvement      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M18 Student feedback and action | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M19 Staff feedback and action   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M20 Complaints and action       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

M16 There were very few areas of concern highlighted in the last report and these have been dealt with promptly and effectively.

M17 There is a strong ethos within the organisation for continued improvement and there is a continuous quality review of systems to ensure best practice for each school. The organisation undergoes regular additional scrutiny by another accreditation body which requires a self-evaluation process to be completed.

M18 Quality control procedures are thorough. In addition to well-timed questionnaires, student satisfaction is also monitored during tutorials. The size of the school enables staff to get to know the students quickly and to be able to check on their general well-being in the school and outside. Questionnaire responses are analysed and recorded. There was evidence that staff responded quickly to student comments.

M19 Staff feedback is collected informally through the minuted meetings and more formally through the appraisal process. There are across-the-schools employee forums which meet every couple of months. A summary of the main suggestions and requests is circulated to all staff. The principal is readily available. The staff said in the focus group that they feel they are listened to and that their views and suggestions are valued. There are exit questionnaires for departing staff members. Evidence was seen that suggestions following on from teacher development meetings had resulted in review and changes to teacher administration documents.

M20 Students are informed early on of the organisation's complaints procedure. Serious complaints are very rare. There was evidence that the few received complaints had been dealt with in a systematic and detailed way with due concern for all involved.

### Publicity

| Criteria                         | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M21 Accessible accurate language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| M22 Realistic expectations       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| M23 Course descriptions          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M24 Course information           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |                          |
| M25 Costs                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| M26 Accommodation                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| M27 Leisure programme            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| M28 Staff qualifications         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| M29 Accreditation                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |

### Comments

The publicity currently comprises a brochure which is re-printed annually, a website and a number of social media sites. The publicity is produced centrally with local input as appropriate from each school. It is easy to access the information relevant to the London school.

M21 Care has been taken to keep the language in the publicity simple and straightforward.

M23 Information about the content, objectives and levels of the courses offered is clear, plentiful, realistic and helpful.

M25 Information about all costs is clear and easily accessible on website and in brochure.

### Management summary

The provision meets the section standard and exceeds it in some respects. The management works effectively and responsibly to the benefit of both students and staff and in accordance with the organisation's publicity.

*Staff management, and Quality assurance* are areas of strength.

### Resources and environment

#### Premises and facilities

| Criteria                         | Not met                  | Met                                 | Strength                 | See comments                        | N/a |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----|
| R1 Adequate space                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| R2 Condition of premises         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| R3 Classrooms and learning areas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |

|                                      |                          |                                     |                                     |                                     |                          |
|--------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| R4 Student relaxation areas and food | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R5 Signage and display               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R6 Staffroom(s)                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

R1 The school premises provide all the space staff and students currently need. The space available has been used well and both staff and students are generously provided for. There is a lift.

R2 Some of the rooms retain some original features. There are signs of wear and tear here and there, but the premises are very clean.

R3 All classrooms are adequate in size for the maximum numbers advertised. They are air conditioned and comfortably furnished. Rooms can be easily configured in a variety of ways to suit a range of activities without obstructing sightlines.

R4 The student lounge is comfortably furnished and is equipped with drinks machines. There are computers for students' use. Wi-Fi is freely available. There is no cafeteria facility on site but there are plenty of good quality fast food outlets near the school.

R5 Signage is clear. There is a range of displays, which provide useful information for students.

R6 The large staff workroom has 11 desktop computers and room for teachers to prepare lessons. Staff also have a comfortably furnished sitting-room which is used for relaxing, eating lunch and meetings. Teachers have their own well-equipped kitchen and shower and toilet.

#### Learning resources

| Criteria                           | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| R7 Learning materials for students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R8 Resources for teachers          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R9 Educational technology          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R10 Self-access facilities         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R11 Library/self-access guidance   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R12 Review and development         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |

#### Comments

R7 Coursebooks are included in the course fees. Additional teacher-generated materials and other supplementary resources are in good supply and well presented. Teachers have access to a plentiful choice of coursebooks, grammar books, skills books, pronunciation materials, examination preparation books, photocopiable activities and in-house materials. Teachers' books, CDs and digital support materials for the main coursebooks are also available. There are additional materials in the learning centre including sets of dictionaries. All the resources are very well organised and arranged for easy access even for teachers new to the resources room.

R8 There is a very good range of methodology books for teachers to borrow. Teachers have access to a good quality photocopier and a laminator in the resources room. Further printing and laminating facilities are on the ground floor.

R9 There are interactive whiteboards in all classrooms as well as traditional boards. Teachers have received systematic training and support in the use of the school's digital technology. The computer room has 14 laptop computers and is used for teaching purposes on occasion. Teachers have 11 desktop computers in their workroom and there are further computers/laptops in the student common room and the learning centre. Technical support is provided by the IT department in Cambridge either on site or remotely depending on the problem.

R10 Students have access to the learning centre/library throughout the day. The learning centre is very well equipped with up-to-date resources which include: Bell learning materials, books (fiction, non-fiction and audio), dictionaries, DVDs, daily newspapers and weekly magazines. All resources are colour-coded by language level and there is a dedicated section for business learning materials. Students have access to free printing, scanning, photocopying and Wi-Fi.

R11 Orientation to the computer room and library/learning centre is part of the students' initial induction. Staff make themselves available to answer any student questions on language and offer assistance on independent learning and using the computers. Students receive help and guidance on materials most suitable for them.

R12 The teaching and learning manager, in consultation with the teachers, is able to purchase new book resources within reason.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises provide a comfortable environment for both students and staff. The school's learning resources and teaching facilities support the studies



of the students. Staff benefit from an appropriate professional environment. *Learning resources* is an area of strength.

## Teaching and learning

### Academic staff profile

| Criteria                              | Not met                  | Met                                 | Strength                            | See comments                        | N/a                                 |
|---------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T1 General education (and rationales) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |                                     |
| T2 ELT/TESOL teacher qualifications   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| T3 Rationales for teachers            | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| T4 Profile of academic manager(s)     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| T5 Rationale for academic manager(s)  | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

#### Comments

T2 Eight of the 14 teachers timetabled during the inspection were TEFLQ. Most also have other academic and vocational qualifications as well as an impressive range of skills and interests.

### Academic management

| Criteria                            | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T6 Deployment of teachers           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T7 Timetabling                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| T8 Cover for absent teachers        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| T9 Continuous enrolment             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| T10 Formalised support for teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T11 Observation and monitoring      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

T6 The teaching and learning manager takes into account the preferences and skills of teachers when allocating teachers to classes and also their development needs. She is keen to encourage teachers to try new levels and types of course as part of their development and to increase the flexibility of the teaching team.

T7 The timetable is expected to be ready by Thursday lunchtime of each week giving teachers good time to prepare for the following week.

T10 The teaching and learning manager has her office next door to the staffroom and she provides untiring leadership and support to the teaching staff. It is also a mutually supportive staffroom as was clear from the teachers' focus group. There is one CPD session for teachers per fortnight. The London school is regularly visited by a team of advanced practitioners, based in Cambridge, who provide peripatetic support in a variety of ways for all the schools in the group. They assist with teacher observations and provide teacher training. Many of the London school staff also lead the CPD sessions.

T11 Teachers are formally observed twice a year. One of the observations is closely linked to the annual appraisal. There are also peer observations and video peer observations. Notes on observed lessons are detailed, constructive and conducive to improving teaching.

### Course design and implementation

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| T12 Principled course structure   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T13 Review of course design       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T14 Course outlines and outcomes  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| T15 Study and learning strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T16 Linguistic benefit from UK    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |

**Comments**

T12 Course design is based on appropriate coursebooks together with supplementary materials, and is backed by a syllabus checklist and guidelines for each level. There is a different coursebook for each level which is usually paced at 12 weeks. Coursebooks are changed every term in consultation with the teachers.

T13 Through its programme of CPD and student feedback systems, school staff are aware of and responsive to changing needs of students. In a wider context the marketing team listens to the agents and pass on their views to the schools.

T15 There is a strong emphasis on providing students from when they first arrive with study and learning strategies to support independent learning. The Student Handbook includes general advice on language learning and at induction students begin to complete a *Learning Journal* which includes a self-assessment of their strengths and needs and is reviewed and updated regularly with their teacher at tutorials. It also includes the school's correction code used by teachers when correcting students' written work. Students are introduced to the learning centre's resources and directed to useful websites. Weekly plans are displayed in classrooms and most teachers post the day's teaching aims on their whiteboards. There are regular progress tests to show students what they have achieved and what they still need to work on.

T16 There is also a strong link between the classroom activities and the Language in Action activities programme. These activities, which are free to the students, take place after class and at weekends, and provide an effective bridge between classroom language and the linguistic environment around students during their time in the UK.

**Learner management**

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T17 Placement for level and age   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T18 Monitoring students' progress | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| T19 Examination guidance          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| T20 Assessment criteria           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| T21 Academic reports              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| T22 Information on UK education   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Comments**

T17 The current placement procedures appear to work well and comprise an online placement test including use of English, a written test, listening and a short interview.

T18 There are weekly progress tests and all students have fortnightly tutorials. Records of these are retained in the student's file. They are provided with their own personal *Learning Journal*, which teachers also use as a check on learning needs.

T22 All students have access to the organisation's impartial higher education advisory service. Students can get guidance on how to select the best course and university, and help with the various stages of the application process.

**Classroom observation record**

|                                |  |
|--------------------------------|--|
| Number of teachers seen        | 14   |
| Number of observations         | 13   |
| Parts of programme(s) observed | Morning and afternoon classes, general English, IELTS preparation class. Business studies and one-to-one |

**Comments**

One teacher who was scheduled to teach a one-to-one lesson was not observed as the student did not attend. It was not possible to re-schedule the observation.

**Classroom observation**

| Criteria                                   | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| T23 Models and awareness of English in use | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T24 Appropriate content                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T25 Learning outcomes                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T26 Teaching techniques                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |

|                                 |                          |                                     |                                     |                                     |  |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| T27 Classroom management        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |
| T28 Feedback to students        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
| T29 Evaluating student learning | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
| T30 Student engagement          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |

#### Comments

T23 Teachers were confident, displayed sound linguistic knowledge and gave authentic models. They spoke naturally. The phonetic script was much in evidence. Grammar points and vocabulary were explained effectively.

T24 Without exception lessons were well planned, reflecting care and commitment. Teachers showed that they had good knowledge of even recently-arrived students and were aware of their strengths and weaknesses. The detailed class profiles indicated that in some classes there was a range of levels. Teachers graded their language to help students with additional learning needs. Teachers discreetly gave weaker students a little extra time to think without noticeably slowing the pace. A good variety of interesting and engaging activities was included to encourage students to interact and practice newly learnt skills. Checking of understanding was built into the sequencing and teachers worked hard on the development of learner autonomy.

T25 Intended learning outcomes were made known to students in all segments observed.

T26 Teachers demonstrated a good range of techniques and appeared skilled and confident. There were examples of good practice in terms of concept checking, elicitation, and sensitive monitoring of small group and pairwork. Some work on pronunciation was seen in most classes, but there were missed opportunities.

T27 The coursebook materials were well chosen and generally adapted well. Many teachers used their own materials effectively to supplement the coursebook and bring added variety into the lessons. Interactive whiteboards were used skilfully to add interest and provide for learning style differences. Boardwork, at its best, was neat, planned and well organised. Good use of videos was seen. Teachers had an understanding of the need to vary activities and seating configurations, which they did with skill and sensitivity.

T28 Feedback in the majority of lesson segments observed was addressed effectively, monitoring had purpose, and opportunities for correction were rarely missed. Students were encouraged with positive feedback when appropriate.

T29 Assessment of learning was an integrated part of the lesson planning and was evident in most sessions seen.

T30 Teachers were unfailingly courteous, kind and interested in their students. The atmosphere in all classes was purposeful and positive, and rapport was very good. Students were engaged and comfortable with the variety of tasks that they were undertaking.

#### Classroom observation summary

The teaching observed met Scheme requirements, and ranged from very good to excellent, with the majority of lesson segments observed being very good. In most of the lesson segments observed, lessons had been planned carefully, resources were used skilfully, and classroom management was very good. Teachers were confident and had very good rapport with students, and students commented very positively on their classes. Teachers worked hard on the development of learner autonomy.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and are given good support through effective academic management and appropriate course design to ensure that their teaching meets the needs of their students. Placement procedures are effective and student progress is well monitored. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

#### Welfare and student services

##### Care of students

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W1 Safety and security onsite     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W2 Pastoral care                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W3 Personal problems              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W4 Dealing with abusive behaviour | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| W5 Emergency contact number       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W6 Transport and transfers        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

|                                 |                          |                                     |                                     |                                     |  |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| W7 Advice                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |
| W8 Medical and dental treatment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |  |

#### Comments

W1 Very good provision is made for the safety and security of students. Students have photo identity cards and visitors to the school sign in and are issued with visitor lanyards. The entrance is overseen by reception. The student services manager is first-aid trained and there are first aid boxes on all floors. Fire-evacuation drills take place four times a year. There are trained fire marshalls and in March most staff received fire-awareness training. There are risk management and crisis communication plans, which include serious damage to the building.

W2 An excellent level of pastoral care is provided. A well-structured induction with a slide presentation, building tour and introductions is given to new students, supported by the student handbook. During this they are encouraged and given time to download a Quick Read (QR) code reader which gives them access to further information on personal safety. Administrative and student services staff are easily accessible. Students have fortnightly tutorials at which teachers provide appropriate advice and if any non-academic problems are identified, they refer students to appropriate members of staff. Following recent security incidents in London, the school management successfully contacted each student in the school by telephone to check they were well.

W3 Students confirmed that the student services manager was the person they would approach with personal problems. She is identified at induction and on noticeboards. A nearby office is available for private conversation.

W4 The school rules which cover this criterion are posted in classrooms and available with the QR reader through the student handbook. Some of the language of the rules is not easily accessible to students with lower levels of English but they are explained by the principal at induction.

W5 Students are encouraged to enter the emergency number on to their phones at induction. The number is managed for the Bell schools by an experienced independent on-call company which contacts relevant members of school management or handles the emergency itself.

W7 There is a very good provision of appropriate advice at induction and in the student handbook. There is also a rolling screen presentation of advice and relevant news in the reception area.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

The school offers accommodation in homestays or a large student residence near Kings Cross, about ten minutes' from the school by public transport. One inspector visited the residence and two homestays, which were located about 45 minutes away in north west London,

#### Accommodation: all types

| Criteria                          | Not met                             | Met                                 | Strength                 | See comments                        | N/a                      |
|-----------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| W9 Services and facilities        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W10 Accommodation inspected first | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| W11 Accommodation re-inspected    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| W12 Accommodation registers       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W13 Information in advance        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| W14 Student feedback              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| W15 Meals in homestay/residences  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

W9 The two homestays visited provided comfortable homes of a good standard. The hosts clearly knew their students well and spent time regularly talking to them. All relevant services and facilities were available except that one of the hosts said she changed her student's bed linen once every two weeks instead of weekly, as specified by the school in its *Agreement for Private Homestay Hosts*. (See W17 below.) The large student residence, 'The Chapter' in Pentonville Road near Kings Cross, has 950 rooms available and provides all the necessary services and facilities to ensure a secure, comfortable living environment.

W12 The accommodation registers are up to date and accurate, with records of visits and annual Gas Safe certificates, including dates. The school sends hosts the government leaflet *Do you have a paying guest?*. This specifies their legal responsibilities including the need to carry out a fire risk assessment. However, the register does not record evidence that a fire risk assessment has been completed.

#### Accommodation: homestay

| Criteria | Not met | Met | Strength | See comments | N/a |
|----------|---------|-----|----------|--------------|-----|
|----------|---------|-----|----------|--------------|-----|

|                                 |                          |                                     |                                     |                                     |                          |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W16 No more than four students  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W17 Rules, terms and conditions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W18 Shared bedrooms             | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W19 Students' first language    | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W20 Language of communication   | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W21 Adult to welcome            | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

W17 Hosts are issued with the *Bell London Homestay Handbook*. This 20-page document is comprehensive and up to date, detailing all rules, terms and conditions, and cancellation arrangements. It includes special requirements for 16 and 17 year-olds, and a clear 15-point *Accommodation Charter* for hosts.

#### Accommodation: residential

| Criteria     | Not met                  | Met                                 | Strength                 | See comments             | N/a                      |
|--------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| W22 Cleaning | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W23 Health   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Comments

None.

#### Accommodation: other

| Criteria                    | Not met                  | Met                                 | Strength                 | See comments             | N/a                      |
|-----------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| W24 Information and support | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W25 Other accommodation     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                      | <input type="checkbox"/> | <input type="checkbox"/> |

#### Comments

None.

#### Leisure opportunities

| Criteria                   | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|----------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W26 Information and access | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W27 Leisure programmes     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W28 Health and safety      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W29 Responsible person     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

W26 Students receive a very good range and easy access to information about social and cultural activities to enhance their experience of studying in the UK. The school's own monthly programme is well-publicised in reception, on a rolling screen and on notices around the school and on the website. Students' attention is also drawn to general events and activities in London which may be of interest.

W27 The Bell London social programme is entitled *Language in Action* and that is its aim. There are activities and events every day, and weekly trips. The costs of half or whole-day trips, visits to museums, the theatre or cinema, are included in the course fees. For its full-day excursions to destinations such as Bath, Brighton or Cambridge, the school has produced colourful 'guide books'. These give the students essential background information about the destination, and also tasks and activities to bring their language learning to life.

W28 The school has developed thoughtful, effective systems to ensure the health and safety of students on all off-site activities. Before a trip, participants receive details of the meeting point and the name and contact details of the member of staff leading it. There are always at least two members of staff. The activity leaders carry a list of the students' own and also their next-of-kin emergency contact details, guide books and maps for students, the addresses of hospitals and 'safe refuges', relevant risk assessments, and copies of the documents *Bell Trips Safety Guide* and *Responding to an Emergency: Immediate Action*.

### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided is suitable and its management works to the benefit of the students. *Care of students* and *Leisure opportunities* are areas of strength.

### Care of under 18s

| Criteria   | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| C1 Safeguarding policy   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| C2 Guidance and training   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| C3 Publicity   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C4 Recruitment procedures  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C5 Safety and supervision during scheduled lessons and activities  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C6 Safety and supervision outside scheduled lessons and activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| C7 Accommodation   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| C8 Contact arrangements  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

Bell London accepts 16 and 17-year-olds. However, even in summer the numbers are very small.

C3 A section on the website under Welfare explains that 16 and 17-year olds enrol on adult courses. It explains that they receive special attention and that there are special arrangements for their induction and accommodation, and appropriate rules.

C4 All staff are DBS checked. Hosts who accept under 18s are DBS checked at the school's expense and this checking now extends to all adults in the household. Some older documents for hosts still refer to CRB checks, and to the checks being limited to heads of the household.

C5 There are clear rules and procedures to ensure the supervision and safety of students during scheduled lessons and activities. The school does not accept students under the age of 16.

### Care of under 18s summary

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 the leisure activities and accommodation provided.

### Points to be addressed

#### Management

M13 Examination of student contact details showed that the school was not in possession of full addresses in London for all the students.

#### Welfare and student services

W4 Some of the language of the school rules is not easily accessible to students with lower levels of English.

W12 Accommodation registers do not record evidence that a fire risk assessment has been completed.

#### Care of under 18s

C4 Some older documents for hosts still refer to CRB checks, and to the checks being limited to heads of the household.