

Organisation name	Concorde International Summer Schools, Canterbury
Inspection date	23–26 July 2018

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Concorde International Summer Schools, Canterbury in July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers residential courses in general English for under 18s.

Strengths were noted in the areas of strategic and quality management, learning resources, course design, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Concorde International is a well-established provider of junior vacation courses and is based in Canterbury where it also has a separately accredited year-round school of English. There are seven junior vacation centres; five are located in boarding schools or on college campuses in south east England. In addition, there is a centre in Bath and one in Hampshire.

The inspection took place over four days. The inspectors spent a day at Kings School, Rochester (KSR) and talked to the centre manager, the academic manager, the activity manager, the homestay organiser and the facilities co-ordinator from Kings School. All teachers were observed. Focus group meetings were held with the teachers, students, group leaders and activity staff. One inspector visited three homestays in Rochester and the two residential blocks.

The inspectors then spent two days at Ashford School (AS), where they talked to the centre manager, the academic manager, the activity manager and the facilities co-ordinator from Ashford School. All teachers were observed. Focus group meetings were held with the teachers, a group of junior students and one of senior students, activity staff and group leaders. One inspector visited three homestays and two of the four residential blocks.

The fourth day was spent at head office in Canterbury, where the inspectors talked to the owner and director of the organisation, the company secretary, the director of vacation courses, the director of operations, the academic director, the director of marketing, the programme manager, the registrar and the HR and admin assistant.

Address of main site/head office

19–20 Hawks Lane, Canterbury, Kent CT1 2NU

Description of sites visited

Kings School (St Nicholas House, King Edward Road, Rochester, Kent ME1 1UB) is a private boarding school located near the centre of Rochester. The centre has access to eight classrooms, all of which were in use at the time of the inspection; the classrooms are in a block in the middle of the campus. A neighbouring block houses an office for the management team, a teachers' room, a kitchen, a room for activity staff and a staff toilet and shower. There is a playing field in front of the school buildings, a refectory and an indoor swimming pool. The school hall, a few minutes' walk from the main site, is used for presentations and graduation. There are two residential houses.

Ashford School (East Hill, Ashford, Kent TN24 8PB) is a private boarding school located near the centre of Ashford. The centre has access to 16 classrooms, all of which were in use at the time of the inspection; the classrooms are in three blocks within a minute's walk of each other. The main block houses the management staff office, the teachers' room, the activity staffroom and a relaxation room for group leaders. There is a lawn on the campus, used for activities, and a playing field, sports hall and indoor swimming pool. Students take their meals in the school refectory and use the school hall for relaxation, presentations and the graduation ceremony.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main course at Rochester and Ashford is the Classic course with English in action (20 hours per week). In Ashford a preparation course for an external examination ran for the two weeks before the inspection.

Accommodation profile

Residential and homestay accommodation is provided at both centres. There is a variety of single and twin rooms, with some larger rooms available.

All types of accommodation were visited at both centres. These included girls' and boys' residential boarding houses at both schools and three homestay providers in both locations.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There is an established and stable management structure with clearly defined roles and effective lines of reporting. Systems for reviewing processes and practices are effective. The organisation operates to the benefit of students in accordance with its goals and values. Attention needs to be paid to aspects of publicity in which there is a lack of information about the level of care given to under 18s. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A wide 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 where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Courses are structured and managed to provide the maximum possible benefit to students. *Course design* is an area of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are very well met. All areas of student services are well managed, including out-of-class activities and accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Met

Comments

M1 A documented mission statement is printed in job descriptions and posted on walls in the staffrooms. It is evident that the values of the organisation are known to staff and have influenced the ethos of the school.
M3 Overall this criterion is met. The staffing structure and cover procedures enabled an initial shortage of teachers in Ashford to be managed quickly.
M4 Communication is very good. Regular minuted meetings take place at the centres and at head office. Managers

visit the sites regularly. Staff at the centres reported that they are in daily contact with head office to discuss routine issues and that the head office team is responsive to requests for assistance.

M5 Student feedback is collected weekly and responses are collated and analysed. Students' problems are dealt with promptly and action taken is recorded. Group leaders commented that staff responded very quickly to requests.

M6 All staff complete end-of-course feedback. There is evidence that centre managers may also give staff the feedback forms to gauge satisfaction levels during the course. Action taken is recorded and staff feedback informs the centre managers' reports.

M7 End-of-course reports written by managers and feedback from staff and students inform the annual review process in the autumn. The annual self-evaluation had not been completed but this was rectified during the inspection.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M11 There is a very well-planned and resourced induction for new and returning staff which takes place over a weekend before the start of the course. However, teachers who arrived after the start of the course did not receive the same level of induction.

M12 The 'Academy of Excellence', an innovative and very useful system of appraisal, is in place for activity staff. It provides specific and measurable appraisal of performance and gives goals which may lead to future promotion within the organisation. Teachers are appraised by their academic managers (AMs). Centre managers were not aware of an appraisal process for their own roles.

M13 Weekly continuing professional development (CPD) workshops led by the centre academic manager or the visiting academic director cover topics that are relevant to the teaching context. The Academy of Excellence contributes to the CPD for the activity staff.

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

Comments

All criteria in this area are fully met.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
Publicity consists of a website and printed brochure, which is updated each year. The school also uses social media, which give a small amount of information on the services provided. M26 There is no statement in publicity relating to the level of care and support given to students under 18. M29 An incorrect Accreditation Scheme marque is being used on the printed brochure.	

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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	
P1 This criterion is met overall. However, students in KSR complained that the toilets in the canteen were wet and dirty by the afternoon. P2 The classrooms are large and suitably furnished for study with room in most for circulation and flexibility of layout. The inspection took place in high summer in unusually hot weather and although it was clear that staff were taking all measures possible, the classrooms in KSR and AS were uncomfortably hot, even with fans operating. P3 Students take their meals in attractive dining rooms. They have the use of common rooms and large, well-kept outside areas with seating and space to take part in activities.	
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 printed and electronic resources, appropriate to the age of the learners, available for use in class. Students work either from class sets of coursebooks, custom-made pages in their student handbooks or copies, which they store in their folders.

P8 Up-to-date teaching resources, more than sufficient in number, are organised according to age and level and are well maintained and easy to access. Teachers also work from packs of in-house materials for excursion lessons and projects.

P12 The academic director is responsible for reviewing resources at the end of each course. The review takes into consideration teacher and student feedback and informs the updating of resources for the following year. In-house materials are also reviewed and updated to keep up to date with popular culture and trends.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All criteria in this area are fully met.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T9 Daily morning briefings are held before classes begin. Academic managers are always available to offer support and guidance. Teachers commented that they feel extremely well supported by their managers.

T10 Brief pop-in observations are carried out in the teachers' first week. Further formal observations are followed by constructive, developmental feedback both verbally and in writing. Teachers commented that they found this process very useful.

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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Met
T16 Courses include strategies which help students to develop their language skills	Strength

outside the classroom and benefit linguistically from their stay in the UK.	
Comments	
T11 A comprehensive syllabus is written to cover all aspects of the course and is linked to coursebooks and in-house materials. Language lessons are linked to excursions and end-of-week presentations. The academic manager provides support in sequencing and freer practice activities. Time for group planning is part of the weekly workshop.	
T14 The English in action course, which forms part of the curriculum, promotes collaborative project work leading to presentations. Students develop language and presentation skills during preparation and practice.	
T16 The programme is designed to help students build confidence in the use of the language through project work and contact with the public during research activities. Excursion lessons and English in action activities promote investigation into British life and culture through the use of authentic materials and practice.	

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

Comments
All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	27
Number of observations	27
Parts of programme(s) observed	General English, pre-excursion lessons and English in action

Comments
None.

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

Comments
T23 Models of spoken and written English were satisfactory overall, and some teachers were observed giving helpful information about language, for example noting word class, silent letters and contracted forms. There were some good examples of help with spelling at the lower levels. However, there were some examples of teachers modelling using non-standard forms of English.

T24 The lesson content was generally appropriate to the age and needs of the students although there was a lack of task differentiation and early finishers tended to become disengaged. There was good exploitation of excursions in the lessons.

T25 The course syllabus was posted in classrooms and students were made aware of the topics to be covered each week. The stronger lessons were coherent with a clear, logical flow and phases were clearly signposted. However, some lesson plans lacked sufficient detail to be helpful and there was little evidence of lesson outcomes being shared with students.

T26 A range of effective techniques was observed, such as examples of elicitation, clear, staged instructions, demonstration, time checks and student nomination. In the weaker segments, teachers were observed asking students for definitions or random repetition of individual words out of context. The teaching of listening skills lacked focus and tasks were insufficiently detailed.

T27 Teachers generally used projectors skilfully to display information and examples of language. Some tasks were enhanced by the use of interactive software for quizzes. The use of the whiteboard was generally effective, with zoning for recording lexis and making notes on student input. Teachers also used picture prompts, cut-up cards for pairwork and printed worksheets.

T28 Most feedback was given while monitoring group activities. In the stronger segments, teachers were observed encouraging students to self correct, and promoting peer correction. Teachers missed opportunities to give feedback after presentations and overall insufficient error correction was observed.

T29 Some checking of learning was conducted though concept checking, the use of conventional coursebook exercises and in a few segments, checking of previous learning. Teachers did not go into sufficient detail when checking new lexis and students were not asked to practise new vocabulary in context or to explore the meaning in any depth.

T30 In the majority of lessons a positive learning atmosphere was fostered through collaborative project work, competitions and some imaginative teaching techniques. Stronger teachers varied the pace, changed groupings and personalised the tasks. Teachers were supportive and most graded their language appropriately. In the weaker lessons there was a lack of focus at times and students fell back on using their first language to communicate when instructions were unclear or when they finished tasks early.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory, with the majority being satisfactory. Teachers generally provided appropriate models of English, and the content of most classes was adapted to the needs of the students. Learning outcomes were not generally specified or shared with students. Teachers used appropriate techniques, though a more in-depth focus on meaning and pronunciation is needed when teaching vocabulary. In most cases, students received feedback on their use of the language; however, more detailed feedback after practice of presentations would be beneficial. Generally, students were engaged in their learning and lesson activities promoted interaction.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Arrangements to ensure the safety and security of students are of a high standard. Both sites visited are schools catering for students under the age of 18 during the school year, so systems such as timed, card-controlled access to all areas are in place. These are supplemented by detailed premises risk assessments carried out before the arrival of the students. Regular fire drills are organised and all results are recorded. An appropriate number of staff are first aid trained.

W2 Emergency planning documentation was in place to deal with a range of situations on and off site. Staff were aware of all systems and procedures. In addition, senior staff at head office had received specialist training to deal with all eventualities.

W3 Pastoral care is available to students 24 hours a day. For students in groups, the leader is normally the first contact, while individually enrolled students are looked after by activity leaders (ALs). Guidance is given in the staff handbooks about the need to look out for all students who may need pastoral support.

W6 Very clear guidelines are provided about transfer arrangements, which are handled by a specialist team at head office. Stringent conditions are in place to ensure that all arrangements are safe and secure. All affected parties reported that transfer procedures had worked well.

W7 Advice is contained in the attractively designed and comprehensive student handbook, which encourages students actively to engage with the contents. These are thoroughly reviewed at the beginning of the course and at induction.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W10 All accommodation inspected had been cleaned to a very good standard and laundry arrangements both in homestay and in residential blocks were working very well.

W11 All accommodation to be used is inspected at least once a year before students are placed, and all relevant risk assessments, both in residential blocks and homestays, are completed. In homestay accommodation, hosts are required to use the findings of the fire risk assessment to train students on how to leave the property in an emergency.

W13 Students evaluate the accommodation provided as part of their written weekly feedback. Any action taken is noted. For both group and individually enrolled students there are regular opportunities when any problems can be raised.

W14 There is a comprehensive and detailed handbook for homestay providers, which provides a range of useful and practical information concerning the accommodation of students. This is gone through with the homestay organiser during visits, and hosts confirm in writing they have understood its contents.

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

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
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	Area of strength
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.	Met

Comments

W24 The leisure programme is centrally and carefully planned but can be adapted by individual centres to meet the specific interests of their students. A very wide variety of activities is included, appropriate to the age range of the students. Alternatives are built into the programme to take account of the weather.

W25 Both centres inspected have excellent leisure and sports facilities. The activities manager is supported by a large team of ALs and teachers. All activities, including excursions, are meticulously prepared and reviewed.

W26 All activities are thoroughly risk assessed and documented. Procedures require ALs to review the appropriacy and accuracy of all assessments, which are updated on an ongoing basis.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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 students on these programmes are under 18.

S1 A comprehensive safeguarding policy is in place, which is regularly reviewed and updated. The policy is supported by a range of relevant practical documents. These include summaries and an accessible fold-up flier listing key contacts, warning signs and a flow chart illustrating emergency safeguarding procedures.

S2 All staff receive a comprehensive induction, which includes a significant focus on safeguarding issues and procedures. The designated safeguarding lead (DSL) is a senior member of the year-round management team, and another member of this team is also trained to specialist level. At centre level all managers are trained to advanced

level, and all other staff have basic awareness training. Homestay providers confirm in writing that they have received basic face-to-face training and are provided with a useful written summary of the policy.

S5 Arrangements for the supervision and safety of the students during the scheduled programme are very good. There are careful rotas for ALs to ensure coverage of breaks, lunchtimes, and quiet times in the boarding houses. All arrangements for excursions and activities are risk assessed, and excellent arrangements are in place to brief and support staff accompanying excursions or supervising activities.

S6 Travel arrangements for students living in homestay are of a very high standard. These include paid for delivery and collection by homestay hosts in KSR and careful placement of students based on age and nationality in AS. All hosts met were very clear about the need for a high level of supervision; curfew times are rigorously implemented.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	1982
Last full inspection	2014
Subsequent spot check (if applicable)	2015
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) by this multicentre organisation	Adventure Week Playtime Buddy Programme High School Integration Programme
Other related accredited schools/centres/affiliates	Concorde Business School (Adult school)
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1972
Ownership	Colin Stone (Owner and Director) Concorde International Summer Schools Ltd. Company No: 1076552
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Arnett House, 19-20 Hawks Lane, Canterbury, Kent CT1 2NU
Location of centres offering ELT at the time of the inspection but not visited	East Kent College, Shorncliffe Rd, Folkestone, Kent ME1 1UB Kingswood School, Lansdown Rd, Bath BA1 5RG Kent College, Whitstable Rd, Canterbury, Kent CT2 9DT

	Canterbury Study Centre, Garden House, 16 Watling St, Canterbury, Kent CT1 2UA Hampshire Collegiate School, Embley Park, Romsey, Hampshire SO51 6ZA
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	None

Student profile at peak at all centres	Collated totals in peak week: Week commencing 23 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	N/a
17 years and under	1093
Overall total of ELT/ESOL students shown above	1093
Predominant nationalities	Italian, Chinese, Spanish, French, Polish

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	81
Total number activity managers and staff	90
Total number of management (non-academic) and administrative staff	9
Total number of support staff (e.g. houseparents, matrons, catering)	N/a

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The Classic course (20 hours per week) includes English In Action, a project-based course leading to final presentations. Examination preparation courses are run on request.

2. DATA ON CENTRES VISITED

1. Name of centre	King's School Rochester – General English
2. Name of centre	Ashford School – General English
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a				N/a	N/a			
Full-time ELT (15+ hours per week) aged 16–17 years	35	28				35	28			
Full-time ELT (15+ hours per week) aged under 16	72	188				72	188			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
Overall total of ELT/ESOL students shown above	107	216				107	216			
Junior programmes: advertised minimum age(s)	8–17	8–17				8–17	8–17			
Junior programmes: advertised maximum age(s)	8–17	8–17				8–17	8–17			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Italian, Saudi, Spanish, French					Italian, Saudi, Spanish, French				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	9	16				9	16			
Total number of activity managers and staff	9	19				9	19			
Total number of management (non-academic) and administrative staff	2	3				2	3			
Total number of support staff	0	0				0	0			

Academic manager qualifications profile at centres visited					
Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	1	1			
<i>Comments</i>					

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	2			
TEFLI qualification	8	11			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	2			
Teachers without appropriate ELT/TESOL qualifications	0	0			
Total	8	15			
Comments					
None.					

Accommodation profile

Numbers at time of inspection: at centres visited

Types of accommodation <i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				45	96			
Private home	N/a	N/a				0	0			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				59	106			
Hotel/guesthouse	N/a	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				0	0			
<i>Arranged by student/family/guardian</i>										
Staying with own family	N/a	N/a				3	14			
Staying in privately rented rooms/flats	N/a	N/a				0	0			
Overall totals adults/under 18s	0	0				107	216			

Centres	1	2	3	4	5
Overall total adults + under 18s	107	216			