

Organisation name	Concorde International (Adults), Canterbury
Inspection date	21–22 April 2016

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. However, evidence must be submitted within three months to demonstrate that weaknesses in *Accommodation*, *Care of under 18s*, and the issue identified in W10, have been addressed.

### Summary statement

The British Council inspected and accredited Concorde International in April 2016. 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+) and vacation courses for adults (16+).

The inspection report noted a need for improvement in the areas of publicity, accommodation and care of under 18s.

Strengths were noted in the area of student administration.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1982
Last full inspection	2012
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	National Computing Centre - International Foundation Year Courses leading to an internationally recognised initial certificate in TEFL
Other related accredited schools/centres/affiliates	Concorde International Summer Schools
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1972
Ownership	Limited company (number 01076552)
Other accreditation/inspection	ISI

## Premises profile

Address of main site	Arnett House, Hawks Lane, Canterbury, Kent CT1 2NU
Details of any additional sites in use at the time of the inspection	9 Hawks Lane, Canterbury, Kent CT1 2NU (opposite main building). Used year round. Four classrooms in use at time of inspection.
Details of any additional sites not in use at the time of the inspection	16 Watling Street, Canterbury CT1 2TN (four rooms) The building may be used all year by Concorde junior programmes.  Summer Centre: Canterbury Christ Church University, North Holmes Road, Canterbury, Kent CT1 1QU ~ July–August (up to 12 rooms)
Profile of sites visited	<p>The school occupies two four-floor, listed buildings in Hawks Lane, a quiet street in the centre of Canterbury. It is well situated for access to transport links and a range of retail and catering services. The main building (Arnett House) houses the school's reception on the ground floor and accommodates the management and administrative staff. Some other members of the Concorde International administrative staff, including the junior operation, are also accommodated in this building.</p> <p>The teachers are based on the ground floor of the main building, which includes nine classrooms, two student common rooms and two computer rooms. The building directly opposite in Hawks Lane mainly provides teaching space and contains eleven classrooms. In addition there are offices for other members of the Concorde International administrative team.</p> <p>The first floor of a more modern building, 16 Watling Street, which is a short walk from Hawks Lane, is sometimes used for closed adult groups. There are seven classrooms in total and these are primarily used by Concorde Juniors throughout the year.</p> <p>All sites visited had appropriate male and female toilet facilities.</p>

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	90	98
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	35	250
Full-time ELT (15+ hours per week) aged 16–17 years	6	10
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	41	260
Minimum age	16	16
Typical age range	16–50	16–65
Typical length of stay	6 weeks	2 weeks
Predominant nationalities	Korean, Japanese, Saudi Arabian	Spanish, Japanese, Saudi Arabian
Number on PBS Tier 4 General student visas	6	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	11	20

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	25
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	21 (include marketing and headquarters)	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	6

These figures exclude the academic manager(s)

Comments
None.

## 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 checked="" 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 (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

General English is offered year round at all levels and at the summer centre. Students follow either fifteen or twenty-five hours a week. The main course takes place in the morning and this can be supplemented with afternoon options, which focus on language for spoken communication.

Preparation courses for mainstream EFL examinations and IELTS are also offered, either as full-time courses or as afternoon options which are combined with general English in the morning. Preparation courses for other ELT exams may be offered on request.

Small group business English classes are also run and courses combining general English with cultural visits and excursions are provided for more mature students.

Teacher development courses containing some language improvement are organised in the summer,

### Notes

Adult courses: the age range is from 16+

General ELT represents 90%+ of the provision

ESP: some ESP courses are one-to-one

## 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	18	3
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	12	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	3
Staying in privately rented rooms/flats	5	0
<b>Overall totals adults/under 18s</b>	35	6
<b>Overall total adults + under 18s</b>	41	

## Introduction

Concorde International is an established year-round operation which offers courses to both adults and juniors. This inspection covered the courses for adults only, as the provision for juniors has separate accreditation. Although the administrative staff for the whole Concorde organisation is housed in buildings in Hawks Lane, the junior provision is delivered at different centres in Canterbury and elsewhere.

The school regularly offers externally validated initial teacher training courses and is frequently able to employ successful trainees on both its junior and adult courses. One characteristic of the school is that a number of its staff have worked for the organisation for many years.

The inspection lasted one and a half days. Although the managing director was unable to attend the scheduled meetings, the reporting inspector spoke to him on the phone before the inspection, and he was also able to attend the review session at the end of the first day. There were other meetings with the director of studies (DoS) (who with the director of operations deputised for the managing director during the timetabled sessions), the director of operations, the director of vacation courses, the registrar, the assistant director of studies (ADoS), the accommodation and welfare officer, and her assistant.

There were focus groups with the teachers and the students. Six teachers were observed and one inspector visited two homestays and two residences.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 There is a clear structure of management in the school and cover arrangements are in place to maintain continuity. The length of service and experience of the current management ensures a good quality of provision at all times.

M3 All staff have job descriptions and separate areas of responsibility are described in some detail. However, designated safeguarding roles are not identified in the job descriptions of the director of operations, the DoS, or the accommodation and welfare officer. Line managers are identified as well as those members of staff the employee is likely to have more contact with. This enhances the effectiveness and consistency of the management and administration.

M4 There is a range of regular formal and informal meetings, which ensure effective communication throughout the school. Minutes of more formal meetings generate action points, which are followed through and recorded. Homestay hosts are sometimes invited into the school to brief them on changes in the Scheme and other legal requirements. All staff spoken to, and homestay hosts, were very positive about the successful communication

within the school.

M5 There are clear policies and procedures for the recruitment and appointment of staff. Appointments are made subject to satisfactory interviews and appropriate qualifications.

M6 Suitable steps are taken to investigate the qualifications and experience of prospective employees. All interview letters clarify the requirements of employment and personnel files indicate that the qualifications and experience of staff have all been verified in a systematic way. References for newer members of staff were noted on file.

M7 All staff receive an induction and there is a formal orientation programme supported by appropriate guidelines and checklists. The induction covers a range of health and safety and appropriate educational and professional matters.

M8 There is an appraisal system in place supported by the input of an external consultancy. This is in the process of being applied and developed. Although completed appraisal forms were seen on file, current systems are not being used consistently with all members of staff. There is clear information in the employee handbook informing staff about how unsatisfactory performance and issues of capability will be dealt with.

M9 Staff have been involved in a range of external educational and welfare training courses. An in-service training session is organised every four weeks for the teachers, covering both educational and student welfare matters.

Financial assistance is provided if teachers wish to upgrade their TEFL qualifications.

### Student administration

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

### Comments

M10 Students commented positively about the helpfulness and friendliness of the staff. Experienced staff, combined with well established procedures and systems are all used effectively to handle the volume of work. Additional help may be hired during peak periods as required. As both junior and adult administrative teams are housed in the same building, this provides additional flexibility in the deployment of staff.

M11 Multilingual staff offer comprehensive help in the students' mother tongue about the courses available when they are considering enrolment. Readily available academic staff provide students with additional information during their stay. Students were positive about the support they received.

M13 Students have to provide all emergency contact details as part of enrolment. Staff ensure that these are kept up to date. During weekends and evenings staff can deal with any unforeseen circumstances and emergencies as the database is accessible via the internet. This is reinforced with the provision of hard copies of relevant student records which are available in the school in the case of systems failure.

M14 There are very clear and detailed policies on attendance and punctuality, which are made known to all students in the student handbook. All attendance records are collected on a weekly basis and entered into a spreadsheet. Samples of warning communications to students were noted on file. Teachers judged that students' attendance was well managed by the school and that persistent absenteeism would quickly be dealt with.

M15 Conditions under which a student may be asked to leave the course are described in the legal section of the enrolment form.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

M16 All of the points to be addressed from the previous report had been dealt with in a systematic and thorough way.

M17 A detailed self-evaluation was produced for an educational oversight inspection and there was evidence that the role of the DoS had also been reviewed. Although there are informal and ad hoc arrangements in place to monitor the quality of the school's services, there was no evidence of a systematic approach to regular reviews of courses and student services. However, there was some evidence of planning and implementation of changes for improvement based on student and staff feedback.

M18 Students are provided with opportunities for evaluating the school's services during their course. The initial feedback takes the form of a questionnaire at the end of the first week, although these are not retained by the school. Students complete an end-of-course questionnaire and aggregate results are computed on an annual basis. Questions on homestays are limited, and do not ask about students being treated as one of the family. Students also have the opportunity to complete mid-course questionnaires if they wish. Some notes were seen on the completed end-of-course questionnaires but there was no evidence of any action taken being recorded in writing or that staff are systematically informed of any feedback related to their performance.

M19 Staff are informally asked for feedback during their regular meetings. There was some evidence of the introduction of appropriate improvements as the result of staff suggestions.

M20 There is a very clear complaints procedure given to students in writing and in accessible English. The complaints records were efficiently organised and any recent issues had been dealt with in a systematic, fair and confidential way.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

The school's publicity consists of a brochure and a website. The website publicises all of Concorde International's provision and is in the process of being upgraded.

M21 The brochure and website are appropriately designed and reasonably easy to navigate. Access to information is facilitated by a suitable level of language for non-native readers by some helpful course summaries and by a successful balance of text and images. However, one or two typographical errors were noted and there is lack of consistency in the way that course information is summarised. Some information on the website was out of date.

M22 Claims about the quality of the provision are not always accurate or based on independent and objectively verifiable evidence.

M25 The approximate costs of any leisure programme not included in the course fees are not easy to find.

M28 Teachers are referred to as being full-time, qualified and experienced in the brochure. The promotional video talks about teachers being highly qualified, which is also repeated in two of the translations on the website. These claims were not true for all the teachers working at the time of the inspection.

M29 The appropriate Accreditation Scheme marquee is not always used correctly. In addition, the promotional video describes a course as being 'recognised by the British Council as an outstanding academic course' when the Scheme does not 'recognise' individual courses but only accredits ELT providers for the teaching of English.

## Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff, though not all job descriptions are up to date. Communications are efficient and attention is given to ensure that staff are well-informed and share ideas. There are arrangements for the professional development of all staff. The administration of students is client-focused and effective. Although in general terms it is satisfactory, some aspects of publicity need to be corrected; there is a need for improvement in

*Publicity. Student administration is an area 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 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 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

R2 This criterion is just met although some internal and external areas of the main buildings are in need of decoration. There was some evidence, however, that decoration and repair are part of an ongoing maintenance process.

R4 There are two student common rooms and a kitchen with several microwaves for students' use. There is a large choice of affordably priced restaurants and coffee bars close by and students can easily obtain water and hot drinks in the school if they wish.

R5 Although the age and previous combination of the buildings means that access to rooms and stairs is not always obvious, adequate signage assists students in finding their way around. Classrooms and common areas have a range of board displays, which provide educational and administrative information, but these are not always up to date.

R6 The good-sized teachers' room is in the basement area of the main building and an adjoining room has been made available and modernized for additional computer work-space. The door is lockable with a key code access for security and a small kitchen is available next to the main room.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The general courses are mainly delivered through modern coursebooks which students are loaned via class sets. A large range of supplementary course materials for teachers' use is available and stored in the teachers' room. There is sufficient material at each language level being offered.

R8 There is a satisfactory stock of up-to-date materials and resources for teachers, which are accessible and organised by level and content. There are facilities for the production and reproduction of materials. Teachers have access to the internet including having a subscription to commercially available online resources. Additional supplementary resources are purchased on request and teachers reported that the academic management responded favourably to appropriate suggestions.

R9 There are two interactive whiteboards available for staff use in Arnett house and also in Watling Street. Visualisers are also available in two classrooms. Training in their use is provided as required. Wi-Fi is available for students and staff in all the premises used, though it was not consistently available. There is a full-time IT technician on site, who provides training and assistance if needed.

R10 There is small library where students can borrow readers against a deposit. Students mainly use the 16 computers for access to the internet and they are provided with guidelines and suggestions in the student handbook.



R11 Some teachers take classes into the computer room although this is an optional activity. Guidelines on the individual use of the computers are provided in the student handbook with tips on useful websites and learning strategies.

R12 Teachers are regularly asked to provide feedback on the materials they use and make recommendations for further acquisitions as required. There is an annual budget for the procurement of new teaching resources and teachers are encouraged to look through ELT catalogues and make suggestions for suitable purchases.

### Resources and environment summary

The provision meets the section standard. The school's general environment supports the studies of students and the work of staff. Classrooms are of an adequate size; students and teachers have access to up-to-date technology and receive appropriate training and support. Students are also offered some support in their independent learning.

## 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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T1 Three teachers did not have a Level six qualification. However, the rationales for their employment were accepted within the context of this inspection.

T5 The ADoS is not TEFLQ. However, the rationale for his employment was accepted within the context of this inspection. He has substantial experience in academic management, both at the school and overseas. His track record with the school has been very successful. He does not participate in any academic management activities that require specifically TEFLQ status.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 There is a policy of matching teachers to appropriate classes and levels depending on their experience, and providing them with support as necessary. A less experienced teacher may be paired with a more experienced one when teaching the same level.

T8 The policy on covering absent teachers is to avoid combining classes whenever possible. Currently there is a sufficient supply of qualified teachers to provide cover as required. As the management team are trained teachers, support is readily available in the case of emergencies.

T10 There are formalised arrangements to ensure appropriate guidance and support for teachers. In-service training sessions take place every four weeks with teachers being paid to attend. Themes cover a range of educational and welfare issues including the occasional session resulting from lesson observations. Teachers are also asked to lead sessions themselves and are encouraged to attend additional training sessions outside the school and report back to their colleagues. There is generous financial support for teachers who wish to further their professional training. There was evidence of plans to individualise professional development for all teachers with the

introduction of personal development plans and continuing professional development (CPD) portfolios. Teachers confirmed that the academic managers were always very available to provide assistance and support as required. T11 A member of the academic management team observes all new teachers shortly after the start of their employment. As a general rule all teachers are observed twice a year. Teachers reported they found the face-to-face discussion of their own teaching with the academic management to be a useful part of their professional development. Observation notes seen were detailed and professional. They also included suggestions for action planning to improve and develop 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The teachers' handbook gives guidelines on the coursebooks used by all students as the basis of the course. There are descriptions of the learning and linguistic needs of students at the different levels. The use of recently-published course materials also ensures that materials and classroom methodology are up to date. The two morning teachers choose either the even or odd coursebook units which they follow in a linear progression. The main syllabus is grammatical, based on the different Common European Framework (CEFR) levels. Teachers have some flexibility in the way they use and supplement the coursebook and make their own choices about any additional inputs used. There are also general notes to teachers on the course design of the general option classes in the afternoon sessions although these are mainly negotiated with the students based on their needs and interests.

T13 The school's policy is to review the design of all courses as they are delivered. This happens on an informal basis and teachers respond to students' needs and preferences on an ongoing basis using their own experience and judgement.

T14 Apart from having access to the map of the coursebook and related intended learning outcomes students do not receive written course outlines. If teachers supplement the coursebook or use additional resources, students are not informed of this in advance. It was suggested that some students might not attend classes if they were already aware of lesson content they did not engage with

T15 Learner training activities are sometimes included in the coursebooks used. The student handbook also includes links to useful websites to enable students to make the most of their learning. However, there is no clear syllabus or systematic training of independent study and learning strategies.

T16 Although individual teachers may have some freedom to link course content with strategies for students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK, there are no formalised procedures in place to ensure that this actually occurs.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Students sit a written test and take part in an oral interview to establish their level of English. Students reported that they had been placed in the correct level.

T18 Progress tests are built into the plan for using the coursebook and must take place at least once a month. Results are recorded on the back of the individual student's register in the class folder. During the progress test teachers should make time to speak to each student individually regarding progress and any welfare issues.

Completed tutorial records were seen on file.

T19 The school has a policy of promoting public examinations and encourage students to enrol on appropriate courses through discussion of their individual needs. Appropriate screening takes place to ensure that students follow the exam course most suited to their needs.

T20 There are no systematic assessment criteria developed within the school which are linked to individual student progression routes.

T21 Detailed academic reports are completed on request and samples were noted on file.

T22 A member of staff has specific responsibilities to assist students who wish to enter mainstream UK education. This involves offering general advice on the most suitable courses available and assistance with the enrolment process. University representatives may visit the school or there may be options to visit local colleges which are arranged by the school. Students who are not enrolled on university access programmes pay an additional fee for this service.

### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, preparation for public examination courses, general English option classes in the afternoon
Comments	None.

### 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 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 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 demonstrated a sound knowledge of the linguistic systems of English and presented good models for the different class levels being taught.

T24 The content of the lessons was generally appropriate for the overall course objectives. Individual written class profiles reflected teachers' awareness of the different learning needs and cultural backgrounds of the students in their class. Teachers adapted their methodological approach accordingly. On occasion, however, lesson content was insufficiently challenging.

T25 There was clear evidence of lesson planning although some learning objectives were expressed in very general terms, with a focus more on classroom processes than concrete learning outcomes. These outcomes were rarely made explicitly known to students, however. Lessons generally progressed logically and moved smoothly between the different phases. Teachers' signposting of teaching phases in the best segments observed assisted learners in following the progress of the lesson. Sometimes too much time was spent on some activities which resulted in a loss of pace and focus.

T26 A range of appropriate teaching and learning techniques was used effectively to achieve the course objectives. Teachers promoted student engagement through appropriate elicitation techniques. The most successful teaching used techniques to promote student interaction and the personalised use of new language. Sometimes, however, the meaning of new words was only explored through definition and insufficiently through use in communicative contexts. Although some useful drilling was observed students would have benefited from more speaking practice and more work on accurate pronunciation.

T27 A selection of resources was used to facilitate learning. Whiteboards were generally used to good effect although overall layout was less clear in one or two segments. Small cards and cut-up strips added a more dynamic aspect to pair work. Audio recordings were used successfully. However, some photocopied material was poorly presented and the source was not always appropriately acknowledged.

T28 Corrective feedback was noted in some classes and teachers always praised their students enthusiastically. However, the range of correction techniques observed was limited and mainly involved teachers correcting students rather than prompting self- or peer-correction. Overall, students would have profited from more correction to improve learning and understanding.

T29 Teachers routinely checked whether learning was taking place. However, there was insufficient emphasis on whether the learning achieved could be used to communicate effectively in other contexts.

T30 Most teachers had an engaging and authoritative classroom presence. Instructions were clear and checked. Teachers were usually skilful in grouping and re-grouping students for greater variety in student interaction. In the more successful segments teachers prepared students well for tasks, providing clear examples together with the appropriate pre-teaching of useful language. Teachers adapted their own language to the level of the students without distorting the natural features of connected speech. However, some segments were rather teacher led and on occasion there was insufficient nomination of individual students to encourage participation. Students in the focus group were positive about their teachers and clearly were enjoying their lessons. They felt they were making progress and learning well.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. Overall the teaching was satisfactory, with some segments being of a good or very good standard. Teachers showed a sound knowledge of English and presented accurate models for students to follow. Lessons were planned and classroom activities were usually coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient personalised use of new language and sometimes definition was the only approach used with new vocabulary. A limited range of corrective feedback techniques was used although more correction overall would have promoted learning. Teachers generally had a good presence in the classroom and managed their classes well. There was a positive learning atmosphere and students spoke enthusiastically about their classes.

### Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified and courses are designed to meet the needs of students, although more attention could be paid to promoting study skills and exploiting the local environment. Students' progress is monitored and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

#### Comments

W1 The school is situated in the centre of Canterbury, on a quiet side street. There are key pads on the external doors to both buildings, and all the entrances have CCTV cameras. Fire risk assessments have been carried out, evacuation routes are clearly marked, and monthly fire drills are held. Visitors sign in and out, are badged, and given a health and safety information leaflet. Students under 18 also sign in and out. Good provision has been made for the safety and security of students.

W2 All staff are committed to giving appropriate pastoral care. Students are supported by their teachers, the administrative staff and the accommodation and welfare officer. The school has a prayer room in both buildings.

W3 The accommodation and welfare officer is named in the student folder (handbook), while students themselves identified the ADoS as someone who would help with personal problems.

W4 There is a written policy and procedure for dealing with abusive and unacceptable behaviour. Staff are aware of

the Prevent agenda, and key values, echoing the legislation, are outlined in the 'School rules' section of the student folder.

W7 Although there is information on insurance, traffic regulations and aspects of the law, the student folder and the welcome information do not cover personal safety, police registration, banking or licensing laws, all of which would be of use to Concorde students.

W8 Met, because students are encouraged to register with a local GP, but they are not informed about their rights under the NHS.

### Accommodation profile

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

Two homestays were visited. One was located in an Edwardian house close to the city centre, the other in a modern estate in a village outside Canterbury, a twenty-minute bus ride from the school. Both accepted students under 18, but would also cater for adults.

The student residence is a large private house which provides accommodation for 12 adult students in en suite study bedrooms. It is a fifteen-minute walk to the school. The residents cater for themselves, and there is a spacious communal kitchen with multiple cookers and equipment, and each student has a fridge in their room. There is a communal eating/relaxation area, a laundry room, and a large garden. The school provides kitchen equipment and bedding, and cleaning of communal areas twice weekly. Fire notices are in evidence. The accommodation and welfare officer lives in adjacent accommodation, and operates as unofficial warden.

The student house, located ten minutes from the school in a no-through road, accommodates five self-catering students, who share living room, kitchen and bathroom facilities. Its communal areas are cleaned twice a week by cleaning staff. Fire notices are on display. The house has a small garden.

#### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 homestays visited were of a good standard, and provided a very comfortable living environment for the students. The student residence and the student house, while not luxurious, provide satisfactory, standard accommodation.

W10 All accommodation is inspected before students are placed, and the student residence and the student house have fire notices on display. However, the school has not asked homestay hosts to provide a fire risk assessment and evacuation plan. *The homestay handbook for hosts of international young learner students* mentions a basic evacuation plan, but as a recommendation and not as a legal requirement.

W12 The accommodation database records re-visits, and the possession of up-to-date Gas Safe certificates, but does not record whether fire risk assessments are in place.

W13 Confirmation for homestay accommodation covers the details outlined in this criterion. However, in the *Tenancy agreement for a student room 2016* there is no mention of the expectation that students will clean their own rooms, or that the school will provide twice-weekly cleaning for communal areas. Student feedback forms suggest that responsibility for cleaning has been an issue.

W14 The accommodation officers check individually with students in the first few days that their accommodation is satisfactory. Although it was clear in conversation that problems are addressed promptly, actions taken on issues raised are not recorded.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W17 The current homestay booklet entitled *Homestay handbook for hosts of international young learner students* is distributed to all hosts, including those who only accept adult students. Concorde is in the process of deciding whether to produce an adult homestay booklet or one that covers under 18 students as well.

W19 The homestay handbook specifies 'One nationality per homestay...', whereas the criterion requires that students with the same first language should not be lodged in the same house. There was, however, no evidence that students with the same first language had been allocated to the same homestay,

#### Accommodation: residential

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

#### Comments

W22 Cleaning is provided twice weekly for the communal areas of the student residence and house. (But see also W13.)

#### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W24 Although students who ask for advice are given it, the school does not provide any written guidelines about the implications of living in privately rented accommodation.

#### Leisure opportunities

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

#### Comments

W26 There is a noticeboard in the students' common room which gives basic information on events and places to visit in the area.

W27 There is a limited leisure programme year round, which consists of a day excursion at the weekend, and a weekday activity.

#### Welfare and student services summary

The provision meets the section standard. Procedures are in place to ensure the safety, security and the needs of students for pastoral care. There is a need for improvement in the management of *Accommodation*. Homestay provision is of a good standard and residential accommodation is satisfactory. An appropriate though limited leisure programme is offered.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

There were six students under the age of 18 enrolled in the adult school at the time of the inspection. Two had been transferred from the junior provision for academic reasons. The junior provision runs year round in different premises in Canterbury, and a number of other cities during school holidays. Although it appears that Concorde International has developed policies and documentation for those enrolled on its junior provision, these systems have not been fully transferred to 16 and 17 year-old students enrolled on its adult courses in the adult school.

C1 The designated staff lead is named in the policy as the director of vacation courses, with the director of operations, the DoS, and the welfare and accommodation officer as secondary leads. Although the safeguarding and child protection policy is a 32-page document, it does not specify explicit procedures to ensure the safety and well-being of students in homestay accommodation, apart from requiring the main homestay provider to be DBS checked, nor is the type of training for hosts prescribed.

C2 Teaching staff had been given safeguarding training and displayed basic awareness. The two hosts visited did know to refer any problems to the welfare and accommodation officer, though no formal training had been offered.

C3 The policy change to admit 16 and 17 year-olds to adult courses was made two or three years ago, but has not been promoted by Concorde. Hence the publicity does not give any indication of the support given to under 18s.

C4 DBS checks are in place for all relevant staff and the main homestay host. References are taken up and enquire about suitability to host under 18s.

C5 If under 18s are part of a leisure activity then a member of staff accompanies them.

C6 The under 18 student interviewed had a general understanding of the rules, but nowhere are they written down for 16 and 17 year-old students in the adult provision. Although a parental consent form which covers travel and medical consent exists, it is not currently sent to the parents of students enrolled through the adult school.

C7 Under 18s have the same arrangements for meals as adult students; these are not conveyed to parents/guardians and their written consent is not obtained.

### Care of under 18s summary

The provision just meets the section standard. The safeguarding policy does not specify procedures to ensure the safety and well-being of students in homestay accommodation, nor does it detail training for hosts. Teaching staff had been given basic safeguarding training. The publicity does not give any indication of the support given to 16 and 17 year-olds. Recruitment procedures are satisfactory, and all relevant staff and hosts are DBS checked. The parental consent form is not currently sent to students' parents/guardians, whose consent is not sought for travel arrangements, medical matters or meals.