

Organisation name	Concorde International Summer Schools, head office Canterbury
Inspection date	25–28 July 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity have been addressed and those in accommodation and safeguarding under 18s will be addressed before the start of the next course. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Concorde International Summer Schools in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.</p>

## Introduction

Concorde International (CI) is a well-established provider of junior vacation courses and is based in Canterbury, where it also has a separately accredited year-round school. There are five junior vacation centres; four are located in boarding schools or on college campuses in Kent. The fifth is based in a boarding school in Bath.

This compliance-only inspection was conducted on site and took three and a half days. The inspectors spent a day at Ashford School (AS), where they talked to the centre manager, the academic manager, the activity manager, the homestay organiser, and the facilities co-ordinator from AS, and participated in a fire drill. All teachers bar one were observed. Focus group meetings were held with the teachers, students, group leaders and activity staff. One inspector visited the two residential blocks. No homestay visits were made.

The inspectors then spent two and a half days in Canterbury, divided between Canterbury Study Centre (CSC) and head office. At the former they spoke to the centre manager, the academic manager, the activity manager, the junior courses manager, and the homestay organiser. All teachers were observed. Focus group meetings were held with the teachers, a group of junior students and one of senior students, and activity leaders. One inspector visited two homestays. At head office the inspectors talked to the owner and director of CI, the general manager, the academic director, the director of marketing, and the registrar.

## Address of main site/head office

Concorde International, Arnett House, 19–20 Hawks Lane, Canterbury, Kent CT1 2UA

## Description of sites visited/observed

Ashford School (East Hill, Ashford, Kent TN24 8PB) is a private boarding school located near the centre of Ashford. CI uses eight classrooms, which are in two 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 grassed area outside the main block, used for activities, and a playing field, sports hall and indoor swimming pool. Students resident in the school take their meals in the school refectory, students in homestay accommodation bring packed lunches. The school hall is used for relaxation, presentations and the graduation ceremony.

Canterbury Study Centre (The Garden House, 16 Watling Street, Canterbury CT1 2UJ) is a sixteenth century, four storey building in the centre of the city. On the ground floor are administrative offices, a common room, toilets and entrance to a walled garden furnished with picnic tables. The upper floors house the staffroom and five classrooms. These are supplemented by six classrooms on the first floor of Marlowe House (Watling Street, Canterbury CT1 2NU), a commercial building diagonally opposite the Garden House. Both locations are within easy access of transport links and a range of retail and catering services.

The inspection took place in the peak week of CI's summer school, when the company was hiring, for one week only, six classrooms in the Newton Building at Canterbury Christ Church University (CCI) (North Holmes Road, Canterbury CT1 1QU), a ten-minute walk from Watling Street. The Newton building is close to the university's café and bookshop.

Head office is housed in a Grade 2 listed building converted from three former town houses, in a lane a three-minute walk from Watling Street. The adult school is also located there.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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 courses at Ashford and CSC, for 8–17 year olds, follow the same framework, with 20 hours per week of English, which includes an action research/project strand, English in Action. Residential students at Ashford have two full-day and one half-day excursion, an activity afternoon and activities every evening. The programme for students in homestay accommodation at both Ashford and CSC is similar, but they have two evening activity sessions weekly. Courses at other centres may differ in their offer and timetable, but the core provision is similar.

## Management profile

The senior leadership team, which includes the director of CI, and the director of marketing, has responsibility for the financial and strategic planning of the organisation as well as marketing, while all aspects of the day-to-day operations of the centres is the responsibility of the general manager, the junior courses manager, and the centre managers. The general manager is also the designated safeguarding lead (DSL). The academic director is the educational lead, with responsibility for curriculum, course design and review, and teacher support. She has a deputy with whom she shares some of her responsibilities. In individual centres they are supported by the academic managers. The activity managers in each centre are managed by the junior courses manager, and the general manager.

## Accommodation profile

At Ashford School students are accommodated in boarding houses which are within a short walk of the main teaching block. Boys and girls are accommodated in separate houses, with staff members and group leaders distributed among them. Accommodation is in rooms of one to four beds with shared bathroom facilities. Each boarding house has a common room for students. Both Ashford School and the Canterbury Junior Centre offer homestay accommodation from the age of ten. In both centres care is taken to place students appropriately, based on their age and friendship groups.

## Summary of inspection findings

### Management

The provision meets the section standard. The school has clear goals and values, and very sound quality and review procedures. Staff management is efficient and communication is effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes clear, relevant information, but lacks some detail. The management of the provision operates to the benefit of students. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. The four premises inspected vary considerably one from the other. All are reasonably well maintained and equipped, providing a comfortable environment for study and relaxation. There are appropriate and plentiful resources available for staff and students, and guidance on their use is provided.

### Teaching and learning

The provision meets the section standard. The academic programme is well managed and delivered. Course design is appropriate and meets the needs of the students. Learner management has suitable processes and is managed effectively. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Student services, including the provision of suitable accommodation, are generally of a good standard.

### Safeguarding under 18s

The provision meets the section standard. Overall, there is good provision for the safeguarding of students under the age of 18, including in their accommodation, during lessons, activities and on excursions.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which	Met

is made known to all staff.	
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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
<b>Comments</b>	
The mission statement underpins all aspects of CI's provision. The organisation's objectives are realistic and achievable, and its structure is transparent and clear to all stakeholders. Communication, both formal and informal, is very effective. Review systems are appropriate and feedback informs all planning and practice.	
<b>Staff management and development</b>	
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.	Met
<b>Comments</b>	
Human resources policies and practices are comprehensive, and regularly reviewed. Job descriptions are in place and recruitment procedures are appropriate and thorough; record keeping is good. Induction, academic induction in particular, is wide-ranging, and recorded. Appraisal processes are satisfactory. All staff are given regular opportunities for continuing professional development.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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

Feedback indicated that students were very happy with the customer service provided and the information they received before and during their stay. Course information is clear and the targeted handbooks contain additional useful information. Head office staff handle the enrolment and registration processes. Effective communication between them, senior managers and the centres ensures relevant staff have the information they require. Attendance is closely monitored and any absences are followed up swiftly. The complaints procedure is clearly set out.

Publicity	Need for improvement
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.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

## Comments

The principal forms of publicity are the website and the brochure.

The premises, location and services publicity content is informative, accurate and well-illustrated, and gives rise to realistic expectations, and the website is easily navigable. However, there was no outline description of the English course, including objectives and levels. Similarly, there was no description of the level of care and support given to students under 18, including supervision outside class times, although there is a link to the safeguarding policy. Descriptions of staff qualifications reflects past practice but did not apply to the full range of staff at the time of the inspection.

## Premises and resources

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

## Comments

The various sites provide a wide range of differing facilities. Ashford has more than sufficient space for staff and students. The buildings are in reasonable decorative order, and classrooms are spacious and satisfactorily meet all aspects of the criterion; the areas for relaxation are good. Premises at CCU share these characteristics. The Garden House and Marlowe House have smaller classrooms, but they accommodate the maximum class size and provide a suitable study environment. The dining area at Ashford is fit for purpose, as is the room and garden at the Garden House where CSC students eat their packed lunches. Exterior and interior signage, both by the host institutions and CI, is generally clear and well placed. However, homestay students at Ashford commented that there was no exterior sign to indicate in which part of the site the CI summer school was located. There are satisfactory facilities for display in communal spaces and classrooms. Teachers' rooms are available for preparation, meetings and relaxation at all the sites bar Marlowe House.

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

### Comments

There is a plethora of resources, including coursebooks, activity books, games and realia, both published and in-house, for students and teachers. They have been acquired and created to match the student profile and the various strands of the course design. All classrooms are suitably equipped: laptops and data projectors, interactive white and blackboards, and conventional whiteboards, are available variously, depending on the premises. Technical support is to hand. There is a resources review cycle in place, which takes account of student and staff feedback.

### Teaching and learning

<b>Academic staff profile</b>	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

We accept the rationale for the employment of the few teachers without a Level 6 qualification, and for those without a TEFL qualification that meets the requirements of the Scheme, and the single academic manager who is not TEFLQ, in the context of this inspection only. There are adequate measures in place to support such staff. The academic director is very well qualified and experienced. She has re-modelled the syllabus over her time in post and has trained a team of academic managers to mediate it effectively with teachers. The teaching team has a wide range of experience and skills in different contexts, which complements the needs of their students.

<b>Academic management</b>	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

Teachers are well matched to courses and are supported to work with the classes to which they are assigned. Cover arrangements are satisfactory. Cyclic course design ensures students do not 'miss' or repeat crucial elements due to continuous enrolment. There is good day-to-day support available to teachers and drop-in observations are carried out regularly by academic managers. The academic director and her deputy undertake

more formal observations. Teachers reported that observations were supportive and developmental.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
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 outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

A number of different strands are woven into the course design, which does not follow a structural syllabus. It is topic based and provides a diverse range of skills, systems and content, including songs and lessons linked to excursions. There is a determined focus on speaking and listening, which reflects the needs of the students. Teachers are provided with extensive materials at both junior and senior levels, and ample support, through academic managers, professional development workshops and an academic handbook. There are clear schemes of work with learning outcomes identified. Notable features of the programme are life skills, digital literacy and global citizenship. The activities programme gives students opportunities for authentic language use.

<b>Learner management</b>	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

Placement testing is carried out effectively, with innovative training for testers in assessing oral skills. Systems, administered sensitively but firmly by academic managers, are in place to ensure students can change classes when appropriate. Leaving certificates containing a brief report are provided.

#### Classroom observation record

Number of teachers seen	23
Number of observations	22
Parts of programme(s) observed	All

#### Comments

One teacher at Ashford was not included overall, as her observed segment was disrupted by a fire evacuation. One inspector paid an unscheduled visit at the end of an afternoon to see the outcome of the English in action strand.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and	Met

cultural backgrounds of the students have been taken into account.	
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers generally demonstrated a natural, conversational style of English appropriate to the level of the students. There was good contextualisation of linguistic forms and functions, linking linguistic content to the topic of the day. In weaker practice there was too much talking *about* language or an overcomplicated use of metalanguage.

T24 The content and topics of the lessons were appropriate to the learning needs, cultural background and interests of students. Some plans contained personalised content, and the vast majority of plans were age appropriate.

T25 In general, lesson outcomes were made explicit to students on the board or orally. Lessons were coherent with a focus and pathway. Weaker practice included lessons where learning outcomes were not always clearly defined and where transitions from one stage to the next were blurred.

T26 Teachers used a variety of techniques to promote learning and student engagement. These included effective controlled practice, use of gesture to illustrate meaning and prompt student responses, and good preparation for tasks. Elicitation was excellent in the best practice, using students as a resource and involving them wholeheartedly in the lesson. In weaker execution teachers failed to personalise language, and gave students few opportunities to improve their pronunciation.

T27 Classroom management was appropriately handled, especially by teachers who nominated contributors, and gave clear instructions with time limits. Digital technology was sparingly but appropriately used for illustrative video and exercise checking. There was effective use of whiteboards, mini whiteboards, prompt and roleplay cards. In weaker segments messy whiteboards meant students were not provided with a clear, written linguistic record.

T28 Teachers praised and encouraged students, and assisted with emerging language during individual and small group work. They prompted self- and peer correction, and in the best practice used student error for further language development. Weaker practice involved very limited corrective feedback.

T29 Learning was consistently evaluated through repetition and by encouraging students to use new language in a personalised or different context. Coursebook, role play, project work activities and pre- and post-excursion lessons provided opportunities for useful checking of learning.

T30 Students mostly were engaged because tasks were enjoyable and fun. Teachers were authoritative, generated good rapport, and had effective strategies for behaviour management, which ensured a positive classroom atmosphere. Weaker practice involved too much whole class teacher talk, insufficient student to student work, and poor behaviour management.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated natural models of the language, and contextualised linguistic forms effectively for students, but a clear written board record including relevant linguistic information was sometimes not provided. Lesson content was appropriate, interesting and age appropriate. Topics were tailored to the needs and cultural background of the students. Lessons had been planned with a set of coherent activities around a relevant theme. Learning outcomes were generally shared systematically with students. The techniques used were appropriate and wide-ranging, and were used confidently, but limited opportunities were offered to students to improve their pronunciation. Classes and resources were managed effectively. Evaluation of learning was included and constructive feedback to learners was incorporated. The classroom atmosphere was generally purposeful.



## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
Measures are in place, based on risk assessments, to ensure the safety and security of all students within the premises and for all on-site and off-site activities. Students receive a good standard of pastoral care and there are effective policies to promote tolerance and respect. A wide range of useful information about life in the UK is made available to students before and during their stay. Health care provision is satisfactory.	
<b>Accommodation (W9–W22 as applicable)</b>	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
Ashford School provides suitable residential accommodation and good catering and laundry services. Homestay accommodation in both centres is comfortable and well-maintained. Efficient and effective systems are in place to manage the accommodation safely, to gather feedback from students, and to identify and resolve any problems. Student feedback on the provision is positive. However, students are not always informed about the distance of their homestay accommodation from the school.	
<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.	Not 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
<b>Comments</b>	

General homestay accommodation is managed well. Any minor, non-compliant infringements are related to the occasional need for emergency provision. However, the accommodation officer in Ashford was unaware of the normal limit of two students to one bedroom.

<b>Accommodation: other</b>	
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
<b>Comments</b>	
None.	

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
Students receive good information about out-of-class activities. There is a varied programme of sports, leisure activities and excursions. The programme is very well organised and resourced. Risk assessments are conducted and staff accompanying trips are well briefed. Staff supervising sporting and leisure activities have appropriate experience, qualifications and training, whilst receiving on-going feedback on their performance.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

Concorde International caters for students aged 8–17. Most students come in a group accompanied by leaders. At the time of the inspection there were individually enrolled students who have regular contact with designated staff. The school has a comprehensive, up-to-date safeguarding policy which includes appropriate recruitment procedures. However, although the school routinely requested DBS checks on all homestay providers being used, some checks had not been completed before a student was placed. There was evidence that the police had apologised for these delays and the school used additional checks and references where possible. Staff receive guidance and training, and parental consent forms are satisfactory. Arrangements for the supervision and safety of students during scheduled lessons and activities, outside the scheduled programme and in their accommodation, are of a good standard. There are suitable arrangements to ensure contact between the school and the parents or guardians.

## Declaration of legal and regulatory compliance

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

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

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

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

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

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

## Comments

D1 The items sampled were satisfactory.

## Organisation profile: multicentre

Inspection history	Dates/details
First inspection	1982
Last full inspection	2018
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) by this multicentre organisation	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	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
Name and location of centres offering ELT at the time of the inspection but not visited	Kingswood School, Lansdown Road, Bath BA1 5RG King's School, King Edward Road, Rochester, Kent ME1 1UB Kent College, Whitstable Road, Canterbury, Kent CT2 9DT

Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Folkstone College, Shornecliffe Road, Folkstone CT20 2TZ
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### DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Ashford School, East Hill, Ashford, Kent TN24 8PB
<b>2. Name of centre</b>	Canterbury Study Centre, Garden House, 16 Watling Street, Canterbury, Kent CT1 2UA
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	0	0			
17 years and under	98	216			
<b>Overall total</b>	<b>98</b>	<b>216</b>			
U18 programmes: advertised minimum age(s)	8–17	8–17			
U18 programmes: advertised maximum age(s)	8–17	8–17			
Predominant nationalities	Chinese, French, Japanese	French, Spanish, Japanese, Chinese, Dutch, Italian			

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	10	17			
Total number of activity managers and staff	11	18			
Total number of management (non-academic) and administrative staff	1	1			
Total number of support staff	0	1			

### 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	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1			
<b>Total</b>	<b>1</b>	<b>1</b>			

### Comments

Academic managers are not included as teaching staff but they will cover as needed due to staff illness / absence etc.

In addition to the appointed Academic Managers, the Academic Director and Assistant who oversee the Academic Managers, provide teacher inductions and support in person in centres throughout the summer.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	0	0			

TEFLI qualification	7	12			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	2	4			
<b>Total</b>	9	16			

#### Comments

None.

#### Accommodation profile

##### Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay						10	165			
Private home						1	N/a			
Home tuition						0	N/a			
Residential						87	N/a			
Hotel/guesthouse						0	0			
Independent self-catering e.g. flats, bedsits, student houses						0	N/a			
Arranged by student/family/guardian	Adults									
Staying with own family						0	36			
Staying in privately rented rooms/flats						0	15			
	Adults									
<b>Overall totals</b>						98	216			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	98	216			

#### Points to be addressed

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

#### Management

M24 There was no outline description of the English course, including objectives and levels.

M26 There was no description of the level of care and support given to students under 18, including supervision outside class times.

M28 Descriptions of staff qualifications reflects past practice but did not apply to the full range of staff at the time of the inspection.

#### Welfare and student services

W18 The Ashford accommodation officer was not aware of the general limit on the number of students in one bedroom.

#### Safeguarding under 18s

S4. Although the school routinely requested DBS checks on all homestay providers being used, some checks had not been completed by the police before a student was placed.

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***Other points to be addressed.***

**Premises and resources**

P5 At Ashford there was no exterior sign to indicate in which part of the site the CI summer school was located.

**Welfare and student services**

W12 Not all students receive information on the distance of their homestay accommodation from the school.

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**Action plan**

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

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 6 March 2024. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

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

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