

Organisation name	Concorde International (adult courses), Canterbury
Inspection date	29–30 June 2021

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 M10 and S4 have been addressed.

The required information was subsequently submitted.

### Summary statement

The British Council inspected and accredited Concorde International (Adults), Canterbury in June 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+); for closed groups of adults (18+) and young people (16+); and vacation courses for adults (18+) and young people (16+).

Strengths were noted in the area of teaching.

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

## Introduction

Founded in 1972, Concorde International provides year-round courses to adults (18+) and young people (16+). Vacation courses for under 18s are accredited separately and were, until recently, managed from a separate building in Canterbury. Due to the global health situation, the school has recently merged the adult and junior centres for administrative purposes and the organisation structure has been revised to reflect the significant fall in student numbers in recent months. The director of vacation courses has now taken on the role of general manager (GM) for the whole organisation and other management and administrative roles have been streamlined. A new academic manager (AM) was appointed in May 2021.

The inspection took the equivalent of a day and a half over two days. Due to the global pandemic, the inspection was conducted remotely. The two inspectors met with the owner/director, the GM, the director of marketing, the credit controller and registrar, the welfare and accommodation manager, and the academic manager. All teachers timetabled, and all course types offered during the time of the inspection were observed. Focus meetings were held with teachers as well as a selection of students enrolled at the school. A virtual tour of the main premises was followed; additional teaching space nearby was not in use, so not viewed. One inspector conducted a virtual tour of two homestays.

## Address of main site/head office

Concorde International, Arnett House, Hawks Lane, Canterbury CT1 2NU

## Description of sites observed

The school has sole occupancy of a large three-storey, grade 2 listed building that has been converted from three former town houses. Situated on Hawks Lane, a quiet street in the centre of Canterbury, it is within easy access of transport links and a range of retail and catering services.

The main entrance to the school leads to a general visitor reception area to the left and a students' reception to the right, and the main staircase to the floors above. The school comprises seven classrooms, two conference rooms, a teachers' area with its own entrance from the street and a separate kitchen, a students' common room and separate kitchen, and a quiet/multi-faith room. Additionally, there are a number of administrative offices for the marketing, IT, administration and finance teams, as well as those for the AM, GM and owner/director. There are separate staff and student toilets throughout the building.

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 checked="" type="checkbox"/>	<input checked="" 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"/>
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 school normally offers a wide range of courses including general English, business, examination courses, pathways, family programmes, groups of a maximum four students, and ESP.

At the time of the inspection, the school was only offering a small number of classes of general English, one-to-one and IELTS preparation. Four classes were hybrid (face-to-face and online learners), two were face-to-face only, and a further class was an online one-to-one course. All students were adults (18+).

## Management profile

The school is headed by the owner/director with a senior management team comprising the director of marketing, the company secretary, the GM, the welfare and accommodation manager, and the AM.

## Accommodation profile

Homestay accommodation is offered year round, and managed by the provider. With current levels of demand, the school is dealing with a limited number from a much wider pool of previous hosts. Many on the original list cannot be used again until records and inspections have been updated; at the same time many hosts themselves are not willing to accept students for the time being. At the time of the inspection, up-to-date files were available for seven hosts, most with the capacity to host more than one student. Currently, no other accommodation is offered.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school operates to the benefit of the students, and in accordance with the school's clearly stated goals and values. The new organisational structure is clear and well considered. Student administration is handled efficiently and courteously. There are appropriate policies and procedures in place but there is a need for improvement in recruitment documentation and the monitoring and appraising of staff. Publicity is generally accurate with the exception of pricing for tuition and accommodation.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. A virtual tour demonstrated that the premises are in a good state of repair and offer a comfortable environment for students and staff for work and relaxation. The range of learning resources is appropriate to the age and needs of the students.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff have a professional profile appropriate to the context and there are effective systems and procedures in place to manage the teaching team. The core syllabus is appropriate but afternoon courses require further development in this area. The teaching observed meets the requirements of the Scheme.

*Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information and leisure activities are well met, and safety and security is very well managed. Students benefit from well- managed student services, including out-of-class activities and suitable accommodation.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation. Policies, procedures and training are well communicated and managed. Some recruitment record-keeping is insufficiently rigorous.

### 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 is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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>	
M1 The ethos of the school is underpinned by a well-considered and detailed mission statement which is known to staff and students.	
M5 Overall this criterion is met. The newly appointed AM consistently reviews and responds to student feedback and new feedback forms have recently been introduced to cover all aspects of the student experience.	
<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.	Not 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.	Not 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>	
M10 Some references for staff had not been followed up. Some teachers were without contracts at the time of the inspection.	
M12 Records of annual appraisals are not available for all members of staff on a consistent basis.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not 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
<b>Comments</b>	
M14 Students commented on the high level of customer service offered by the school and staff were seen to be efficient and approachable throughout the inspection process.	
M15 All enquiries receive a tailor-made response from the registrar or member of the marketing team, several of whom can provide assistance in L1. The student handbook provides useful information on life in Canterbury and the UK.	
M18 Student records hold the majority of information required but the emergency contact form for adult students does not ask for the relationship to the student or if they speak English. This was amended during the inspection so is no longer a point to be addressed.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main sources of publicity are the website and a downloadable brochure. The school also has a social media presence which provides up-to-date information on various aspects of the school.

M25 Information on the cost of tuition and accommodation is not available on the website or in the brochure. However, this was partially addressed during the inspection.

### Premises and resources

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

#### Comments

P1 The school is in the process of refurbishing several areas of the building. A virtual tour of the premises revealed that the premises are well decorated and in a good state of repair. Classrooms, student areas and toilets in particular, are bright, well maintained and clean.

P3 The student common room and well-equipped separate kitchen provide a very welcoming environment for students to relax and socialise.

P4 A water cooler, free tea and coffee, hot and cold drinks and snack dispensers, and four microwaves are available to students. A large choice of affordably priced restaurants and coffee bars are also located close to the school.

<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

All criteria in this area are fully met.

## 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

T1 One teacher does not have a Level 6 qualification. A rationale was accepted within the context of this inspection.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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

T5 The AM has a sound knowledge of the teachers' strengths and ability to work on all courses that are offered. This was reflected in the observed lessons.

T6 Online lessons are timetabled to take into account time differences and the availability of students. Hybrid lessons allow for students who prefer not to enrol on face-to-face courses at this time.

<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.	Not 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.	N/a
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

T11 While there is a coherent structure for the general English morning classes, more detailed guidelines are required for the afternoon lessons.

<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.	Met
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.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, preparation for public examination courses, online one-to-one tuition.

#### Comments

Observations included face-to-face and online learners.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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.	Strength

#### Comments

T23 Teachers demonstrated sound awareness of the use of English. Appropriate models of spoken and written English were provided.

T24 The learning needs and cultural backgrounds of the students were carefully considered in class profiles and had clearly determined the content of the lessons.

T25 Lessons were well staged and led to relevant outcomes via a series of graded tasks.

T26 Confident use of a wide range of teaching techniques was observed including nomination, prompting, eliciting, drilling, and concept checking.

T27 Teachers managed the interaction between face-to-face and online students competently, with effective use of chat rooms where necessary. Whiteboards were used purposefully and handouts were clear and appropriate.

T28 Error correction was an integral part of all lessons. Teachers used a good range of correction techniques, as well as appropriate praise throughout.

T29 The choice and sequence of activity allowed for opportunities to check whether learning was taking place.

T30 In all lessons, there was a very positive learning atmosphere and students were fully engaged in tasks. A good rapport was established, lessons were well-paced and materials selected based on students' needs and interests.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good against the criteria, with the majority being good. Teachers clearly knew their students well and considered their needs and interests at all times. A wide range of teaching techniques was observed and error correction featured prominently, although not intrusively, in all lessons. A sound knowledge of the use of English was observed and teachers

handled technology with confidence. Lessons were well planned and executed, students were fully engaged throughout and purposeful learning was observed.

## Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 All appropriate measures are in place to ensure students' safety and security, and this area is specified in the GM's job description. There are designated, and trained, fire marshals; and measures had been taken in relation to Covid.

W6 As all enquiries receive a specific response through the marketing team, this information is tailored to the individual.

Accommodation (W9–W22 as applicable)	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.	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

### Comments

W13 This criterion is met overall. Follow-up on feedback has not been consistently recorded, but new information systems currently being introduced will make this task easier.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met



W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
All applicable criteria in this area are fully met.	
<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>	
W23 The leisure programme is currently limited to Friday afternoons because of recent lockdown restrictions; students are informed of what is on offer through an events calendar and posters in the school. Information on other events in Canterbury is also available.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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
<b>Comments</b>	
Young people (16+) are enrolled on adult courses. There were no students under 18 at the time of the inspection.	
S1 The safeguarding policy is clear, comprehensive and has clearly been developed with expert input and accumulated experience. It is linked to other policies and supported by relevant practical documents.	
S2 All staff receive basic training, both Designated Safeguarding Leads (DSL) have received specialist training, and hosts also complete basic online training.	
S4 There was insufficient evidence of references having been taken up for all staff recruited since 2014.	

## Declaration of legal and regulatory compliance

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

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

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

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

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

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

## Comments

D1 The items sampled were satisfactory.

## Organisation profile

Inspection history	Dates/details
First inspection	1982
Last full inspection	2016
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	Home Language Tuition Playtime
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	Concorde International Summer Schools Ltd. Company No: 1076552
Other accreditation/inspection	N/a

## Premises profile

Details of any additional sites in use at the time of the inspection but not visited	Arnett House, 19-20 Hawks Lane, Canterbury, Kent CT1 2NU
Details of any additional sites not in use at the time of the inspection	Marlowe House, 29-30 Watling Street, Canterbury, Kent CT1 2UA (groups, possible CELTA) Currently closed and not in use. Garden House, 16 Watling Street, Canterbury, Kent CT1 2UA (possible CELTA) Currently closed and not in use.

## Student profile

Student profile	At inspection	In peak week: October (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	10	50
Full-time ELT (15+ hours per week) aged 16–17 years	0	3
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	3	10
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	13	63
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	25	25
Adult programmes: typical length of stay	3 to 34 weeks	3 to 12 weeks
Adult programmes: predominant nationalities	Japanese, Saudi Arabian, Turkish	Japanese, Saudi Arabian, Turkish, Italian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	7
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	3	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
None.	

#### **Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	7	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0

Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	13	0
Overall total adults + under 18s	13	