

Organisation name	International House Newcastle
Inspection date	30 July – 2 August 2018

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited International House, Newcastle in July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general and professional English for adults (16+), general English courses for under 18s and for closed groups of under-18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

International House Newcastle is a well-established school which offers a range of courses to adults and young learners. It is part of the International House World Organisation (IHWO) but is an independent school which the current owners took over in 2005. The senior management roles have not changed since the last inspection. The academic management team currently comprises six members of staff, led by the academic director (AD).

The inspection took place over four days and one evening. The inspectors had meetings with the managing director (MD), the marketing and executive director, the AD, the enrolments co-ordinator, the communications and compliance administrator, the health and safety co-ordinator (both in his H & S and his young learner co-ordinator roles), the homestay and enrolments co-ordinator, the residence, accommodation and enrolments co-ordinator, the social programme and customer service co-ordinator, the personal study programme (PSP) co-ordinator and one senior teacher in his role as safeguarding lead. Focus groups were held with two groups of teachers, with adult and young learner students and with group leaders. All teachers timetabled during the inspection were observed, as was the PSP centre. One inspector visited three homestays and one residence.

Address of main site/head office

7–15 Gallowgate, Newcastle NE1 4SG

Description of sites visited

The school occupies a four-storey, Grade 1 and Grade 2 listed building in the centre of Newcastle. At street level, a lobby gives access to the stairs and a central lift. On the first floor, there is a large, open-plan administrative and reception area and the student common room. Floors two and three accommodate the school's 15 classrooms. On the top floor, there is a large teachers' room that includes an office for the AD, and a self-study room, which is mainly used for the delivery of the PSP. There are toilets on each floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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 checked="" 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"/>
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

Students aged 16 and 17 are enrolled on adult courses. The age range for junior courses (JHS – junior homestay courses) is 13–17. General English courses make up the majority (80 per cent) of courses offered; young learners (10 per cent), exam courses (5 per cent) and other specialist courses (business English, aviation English, academic English and teacher development courses) make up the rest. A small number of one-to-one courses take place, usually as add-ons.

There are two teaching shifts throughout the year: the early shift has lessons between 09.00 and 11.00 and between 13.00 and 15.00, while the late shift has lessons between 11.00 and 13.00 and between 15.00 and 17.00. When the junior homestay programme is running, their classes start at 08.00 and finish at 11.00. Some evening classes take place between 18.00 and 20.00.

Accommodation profile

The school offers homestay and residential accommodation. All homestays are on bus or metro routes and never more than 20 minutes' travelling time to the school. Other accommodation is offered in two privately owned student residences within easy walking distance of the school and Newcastle city centre. Under 18s who are not living with family or friends must stay in homestay.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is

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very good with a clear and robust structure and effective channels of communication. Intelligent staff management and appropriate quality assurance measures result in a happy and well-cared-for staff. Student administration is efficient and effective. Publicity is clear and accurate. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a very comfortable, professional environment for both staff and students. Resources are well matched to students' and teachers' needs. The independent study facilities are of a very high standard, providing students with excellent support and materials for further study. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context, with a range of varied experience and qualifications. Teachers receive very good guidance from academic managers and peers, with a highly effective system of developmental observations. Courses are flexibly structured to meet the needs of each class, so as to provide maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and well-being of students is taken very seriously, and an ethos of tolerance and respect for all is evident in the school. Pastoral care is of a high standard, provided by experienced staff. Residential and homestay accommodation is carefully selected and is regularly monitored, providing students with a living environment of a high quality. A comprehensive and well-planned leisure programme caters to the needs and interests of all the students. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The school takes safeguarding very seriously with a dedicated team of staff responsible for it. Policies and procedures are in place and are known to all staff and to adults who have contact with the school. All school staff in whatever role are trained to an appropriate level, as are homestay hosts. Under-18 students are very aware of what they can and cannot do, and parental consent forms ensure that parents are made aware of the limits of supervision.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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.	Strength

Comments

M2 The objectives for the school's future are specific and measurable, with clear steps both for monitoring their progress and for reviewing them.

M4 Communication within the school is open and effective, with regular minuted meetings. Staff unable to attend are mailed the minutes. An open-door policy encourages easy contact. Teaching staff praised the friendliness and availability of their managers.

M5 Students have numerous opportunities to provide feedback, through questionnaires, tutorials and daily contact with a very accessible and welcoming staff. Action taken is both recorded and analysed, with staff seeing any feedback relevant to them.

M7 Evidence of regular and effective review is found in both the action plan and the self-evaluation, where it can be seen that the school frequently examines processes and practices with a view to improvement. Recent examples of this are the improved syllabus, the attention to learning strategies, and the move to examine students' personal interests before they arrive, with a view to providing a tailored social programme.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Comprehensive human resources policies are found in staff handbooks on the website. They are particularly strong in the area of health and safety and contribute significantly to the welfare of all staff and in the creation of a good working environment.

M10 An appropriate recruitment policy and a handbook which covers all key areas of recruitment ensures that the interviewing procedure results in the selection of staff of a high calibre. This is evident in the quality of senior managers, administrative staff and teachers. The AD has attended a safer recruitment course.

M13 All staff have opportunities for professional training and development, mainly within the school, thus making use of existing expertise. Teachers have regular professional development interviews and records are kept of all staff development. All staff attend regular health and safety training.

Student administration	Area of strength
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.	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.	Strength
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

M14 Students praised (and the inspectors observed) the enthusiastic and welcoming attitude of reception staff. Cover procedures are strong, above all in reception where most staff can take on any role, to a certain level. Staff receive training in the use of both the commercial database and the in-house administrative and academic record system (IAARS), known as the International House Newcastle Hub.

M15 Information and advice is available on the website, which includes a number of informative videos, and from administrative staff. A wide range of languages is spoken by staff, which assists considerably in the provision of information. Enquiries are responded to very quickly, in the evenings and at weekends, as well as during working hours.

M19 At the start of each lesson, attendance is registered on the IAARS with under-18 absences flagged automatically and followed up immediately. Handbooks and the student welcome pack lay out attendance policy clearly, reinforcing the information students are given at induction. Students can access their attendance record at any time on the IAARS.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	

Publicity consists of a website, a brochure with a fees insert, a flyer translated into ten different languages and a strong social media presence.

M23 Information is very well written in accurate English. The language used is clear, plain and accessible in all areas.

M24 Most of the information about courses is clear, easy to find and accurate. However, the total number of hours per week is expressed in lessons and the reader is left to work out the number of hours. This issue was corrected during the inspection and is no longer a point to be addressed.

M29 The website claims that the premises were rated excellent by the British Council. Selective quoting from a report is not allowed. This issue was corrected during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
Comments	

P1 The school has a lift and the communal areas are spacious and well designed. The student common room/café, reception area, PSP room and staff room are all very spacious and are designed to suit their function. The old building has been converted in such a way that it is now entirely fit for purpose, with wide staircases and corridors allowing good circulation.

P3 The relaxation facilities for the students are of a high standard. The common room is spacious, well-furnished and frequently used by students, with a widescreen TV, free Wi-Fi and an area for the social activities coordinator to advertise events and trips.

P4 Cold water and free hot drinks are available in the common room. There are numerous food outlets in the vicinity of the school.

P6 The teachers have a large, light room on the top floor, with generous provision of work space and computers, along with two photocopiers and printing facilities. At busy times, teachers on different shifts share desks.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 All classrooms have data projectors and six have interactive whiteboards. Classrooms, the PSP room and the teacher's room are very well supplied with computers. All educational technology is well maintained and confidently used. Immediate technical support is provided.

P10 The PSP room is pleasant and spacious, with 17 work stations and comfortable seating arrangements for group discussion and one-to-one consultations. Whilst most materials are online, there is a small learning library that houses a selection of English language study materials, dictionaries, exam preparation books, readers, newspapers and magazines and a range of games.

P11 The school has its own, full-time PSP coordinator, who is one of the academic management team. The PSP room is staffed at all times, as timetabled teaching time, with, at busy times, up to six teachers helping students. PSP is an integral part of most students' courses. All students have an induction and keep their own daily record and journal, both of which are checked weekly. Most students work independently but staff also arrange reading or discussion groups when requested or when appropriate.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 One of the teachers working at the time of the inspection does not have a Level 6 qualification. A rationale was presented which showed that this teacher has had appropriate engagement with post-school learning. The rationale was accepted within the context of this inspection.

T3 The teaching team, including the academic managers and senior teachers, has a wide range of experience, knowledge and skills. The AD fills gaps either by recruiting new staff or by developing an existing teacher's skills.

T4 All six academic managers are TEFLQ and have a wide range of relevant experience, in a variety of different teaching and academic management contexts.

Academic management	Area of strength
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Whilst teacher qualifications and experience inform deployment, the AD is constantly encouraging teachers to move into new areas, by allowing them to observe teachers with relevant expertise and by providing appropriate teacher development.

T6 The two teaching shifts (three when junior courses are running) provide both teachers and students with a degree of flexibility regarding the time of day they work. This model also results in efficient use of classrooms. Students whose course includes use of the PSP room can choose which PSP session they attend.

T8 Course design is based on the inevitability of continuous enrolment and is seen as a challenge, not a problem. The cyclical syllabus (referred to as the carousel) ensures that no new student feels disadvantaged in any way. Each week's work is a discrete unit and the PSP is used for students to visit language areas previously covered by their class. Students can also access earlier weekly plans on the IAARS. Guidance for teachers on continuous enrolment is provided at induction and in their handbook.

T9 Teachers singled out the support provided by academic managers, senior teachers and their peers as the best aspect of working in the school. Opportunities for peer observation, mentoring by the whole academic management team and practical swap-shops all contribute towards the overall support provided.

T10 Teachers expressed appreciation of both the full and pop-in observations and of the developmental feedback with areas to work on that follow them. These observations are linked to appraisals and to teacher development sessions.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Strength
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 The principles behind general English course design are clearly stated in both student and staff handbooks. The syllabuses for each level are based on the school's interpretation of the Common European Framework of Reference (CEFR), are not coursebook driven and include learning strategies at each level. Teachers receive guidance from an archive of weekly plans and lesson plans, as well as from academic managers, when planning their courses. They expressed satisfaction with this model of course design seeing it as an opportunity to tailor courses more precisely to their students' needs.

T12 Course design is reviewed each week as students and teachers negotiate the following week's plan. The work each student does in PSP sessions also plays a part in the individual's course review. Academic managers review the whole model at regular intervals, making changes where necessary.

T13 Students can view their weekly course outlines on the IAARS.

T15 Teachers have had three recent teacher development sessions on learning strategies; there is copious information on strategies in the student welcome pack, in the teachers' handbook and on the IAARS; each syllabus level and all lesson plans include reference to learning strategies; and there is online advice in the PSP room.

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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.	Strength

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
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Comments

T18 Students are graded each week in nine different areas, including PSP work and motivation. Their records are stored on the IAARS, which all students can access. The AD holds six-weekly tutorials for longer-stay students with records again kept on the IAARS. Students' reports all include a final grade based on the weekly grades they have received during their stay.

T19 Tailored learning support is provided by tutorials, PSP staff and class teachers. The AD identifies students who are struggling through information on the IAARS and provides appropriate support. Exit tests are only used to decide whether a student is ready to move up a level or not.

T21 All students receive a report with grades and a written statement that covers recommendations for further study as well as a summary of the students' strengths and weaknesses.

Classroom observation record

Number of teachers seen	28
Number of observations	29
Parts of programme(s) observed	General English for adults and for young learners; business English; IELTS and other exam classes; one-to-one; PSP sessions

Comments

One teacher was observed twice as she was teaching the only business class and the only IELTS evening class.

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.	Strength
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.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Almost all teachers demonstrated a sound knowledge of the use of English with particularly good awareness of the phonemic system and all provided clear spoken and written models. Some teachers displayed limited awareness of the lexical system.

T24 The negotiated syllabus naturally resulted in content that was well suited to students' needs and cultural backgrounds. Class profiles reflected teachers' knowledge of their students. Plans for young learner classes frequently included competitive activities involving movement. Extra tasks were often provided for stronger students.

T25 Lesson outcomes were invariably relevant with possible problems anticipated well, accompanied by appropriate solutions. Coherence was achieved by plans centring on one topic, with activities progressing clearly from the familiar to the less familiar.

T27 Teachers generally managed their classes well, arranging pair and group work sensitively and giving clear instructions. At times, students' use of their first language was not controlled.

T28 Feedback was both appropriate and timely. Teachers used a range of correction techniques, with both the teacher and the students involved in providing the feedback. Some teachers corrected well on the spot; others used delayed correction techniques effectively. Written correction was also carried out well. A summary error correction slot often rounded off lessons.

T29 Accuracy activities frequently led to fluency activities. Lessons often started with revision or testing of the previous day's language or skills focus. Homework provided another opportunity for evaluation as did tasks undertaken in PSP sessions.

T30 Students were fully engaged in most lessons. Teachers nominated well and allowed students maximum opportunity to use English. Teacher manner and voice contributed significantly to the positive learning atmosphere

as did the variety of interaction patterns.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of lessons being good or very good. Knowledge of linguistic systems was sound and often very good. Teachers provided clear and appropriate models. Lesson content was highly relevant to the needs of students, and led to relevant outcomes. Techniques were generally appropriate and students were nearly always fully engaged. Effective feedback was provided and there were frequent opportunities for students to evaluate their learning. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W2 A very comprehensive major incident procedure, known and understood by all staff, is in place. Expert advice has informed the creation of the policy and procedures. At induction students are briefed on evacuation routes and emergency procedures, both when in school and on excursions. Information is also available in staff and student handbooks.

W3 There are very good levels of pastoral care in the school. Students in the focus group spoke highly of the level of care they receive; they felt well looked after and knew who to go to for help with any problems. Designated members of staff look after the welfare of students who are under 18.

W4 An ethos of tolerance and respect for all is very evident in the school. There are clear procedures for dealing with abusive behaviour, and pictures to help explain the policies to lower-level learners. Specific information about keeping safe online is in the student handbook.

W7 Comprehensive and well-illustrated information about life in the UK is given to students in the handbook and good displays of up-to-date information are in evidence throughout the school.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Residential accommodation and homestays visited were all of an impressively high standard. Homestays provide a warm and welcoming environment for students. Residential accommodation provides either ensuite bedrooms or shared bathroom facilities and students have access to games/cinema rooms, on-site gyms and quiet study areas.

W10 There are good laundry facilities available in the residences. The school organises regular cleaning as well as supplying all cleaning materials. In homestays students are well looked after; laundry is done for students, and towels and bed linen are provided.

W11 All records of checks and visits were thorough, up to date and easily accessible. Student residences are inspected yearly and visited more frequently than that. There is a good working relationship between the school and the residence manager. Their geographical proximity means that any issues can be dealt with very quickly and in person. Hosts recruited by the school are re-inspected at least every two years, with additional drop-in, relationship-building visits.

W12 Clear and detailed information is supplied prior to arrival about exactly what accommodation is being booked and what the terms and conditions of the booking are.

W13 Students are frequently asked for and encouraged to give feedback, including at the first day interview. The very close working relationship between the school and the residential staff ensures that problems are dealt with swiftly. Evidence was seen of a small problem in one of the residences being resolved within the day. Students are helped to change homestays quickly if any problems should arise.

W14 Homestay providers are given a very useful handbook spelling out the terms, conditions, and details of payments. Hosts met were very happy with the service provided by the school. The staff in the residences were equally happy with the relationship with the school, and see the school as a valued partner.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.

Not met

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W19 English is the language of communication within the homestay home.

Met

W20 Hosts ensure that there is an adult available to receive students on first arrival.

Met

Comments

W16 One homestay host was found to be accommodating five students. Two of the students were family friends, not accommodated through the school, who the host later enrolled for classes at the school. The school immediately put measures in place on their accommodation database to highlight any such circumstances occurring in future. This issue is no longer a point to be addressed.

W17 It is the school's stated policy to accommodate under-18 students of the same language together in homestay accommodation. Parents/legal guardians are made aware of this policy and sign to say they agree with it.

W18 Occasionally three students share a bedroom, always in single beds. This is done at the request of parents, conveyed through agents or group leaders.

Accommodation: other

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

Comments

W21 Very good information and advice is available for students, informing them of the advantages and disadvantages of living in rented accommodation.

Leisure opportunities**Area of strength**

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.

Strength

W25 Any leisure programmes are well organised and sufficiently resourced.

Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

Strength

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W23 Students are given detailed and comprehensive information to enable them to get the most out of their time in the Newcastle area and the UK. Adult students receive leisure information personalised to their individual interests, and are given help to book any activities or events outside the scheduled programme. All students receive regular updates about what is happening locally, and information is displayed throughout the school.</p> <p>W24 Students benefit from a very well-thought-out leisure programme, which offers something for everyone, using Newcastle and all that it offers as a starting point for the planning of the programme. Both adult and junior students commented on how much they enjoyed and benefited from the programme.</p> <p>W25 The programme is created taking students' preferences into account, and their feedback informs its future shape and development. Excursions are very well prepared, with interesting and informative handouts, and students are accompanied by enthusiastic and knowledgeable staff.</p> <p>W26 Clear risk assessments are in place for all activities, revisited and updated after each activity. Trained first aiders accompany all trips and outings. Special arrangements and refreshed risk assessments were seen to be put in place for two newly-arrived students with disabilities.</p>	

Safeguarding under 18s

Safeguarding under 18s	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.	Strength
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not 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

The school accepts students from 16 plus onto adult programmes year round, and offers the JHP for young learners, age 13–17, in winter (January to February) and summer (June to August). At the time of the inspection 36 students aged 16 to 17 were studying on adult courses, and 111 students were enrolled on the JHP.

S1 There is a comprehensive safeguarding policy in place giving clear rules and guidance to everyone in the organisation. Students are made aware of the policy in the student handbooks, and photos display very clearly who the designated safeguarding staff are.

S2 The school has produced an excellent series of handbooks on safeguarding for homestay hosts, external providers and group leaders. The handbooks are updated regularly and provide very clear guidelines to all adults in contact with under 18s. All staff receive safeguarding training, as do all new homestay hosts.

S3 Very clear, detailed parental consent forms specify the level of care offered to under 18s and include details of situations where students will not be supervised.

S5 Attendance is checked and prompt action is taken if an under 18 is absent. All under 18s wear lanyards and are clearly identifiable. Classes are organised and breaks scheduled to minimise contact between adult and junior students. However, although supervision arrangements are in place for the whole day, they were seen not to be working, particularly at the very busy pre-lunch period. The school took immediate action and put procedures in place to ensure that all students are supervised by a named member of staff responsible for escorting them from the school to the lunch venue. This was seen to be working well before the inspection ended, and this issue is no longer a point to be addressed.

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	1985 (1978 DES)
Last full inspection	2014
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	Modern language classes and teacher training courses
Other related accredited schools/centres/affiliates	International House schools in the UK
Other related non-accredited schools/centres/affiliates	International House schools abroad

Private sector

Date of foundation	1978
Ownership	Name of company: International House Newcastle Ltd. Company number: 0381691
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	177	194
Full-time ELT (15+ hours per week) aged 16–17 years	36	86
Full-time ELT (15+ hours per week) aged under 16	75	93
Part-time ELT aged 18 years and over	8	7
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	296	380
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Saudi, Ukrainian	Italian, Chinese, Saudi

Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–60	16–60
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi, Spanish, Italian	Saudi, Spanish, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	26	28
Number teaching ELT 20 hours and over a week	26	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	12	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6

Comments

There are six academic managers. One was teaching on an ineligible teacher development course; one was working full-time in the PSP room; and two were teaching, one for 25 hours and the other for ten hours. The two other academic managers, the MD and the AD, were not teaching.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	20
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	28

Comments

28 teachers were observed during the inspection, two of whom are academic managers. They are both TEFLQ.

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	44	88
Private home	0	0
Home tuition	0	0
Residential	92	0
Hotel/guesthouse	1	2
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	10	21

Staying in privately rented rooms/flats	38	0
Overall totals adults/under 18s	185	111
Overall total adults + under 18s	296	