

Organisation name	International House, Newcastle and Edinburgh
Inspection date	Newcastle 24–26 June 2014, Edinburgh 21 July 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited International House, Newcastle and Edinburgh in June & July 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language school offers courses in general, academic and professional English for adults (16+), for closed groups of under-18s and residential vacation courses for under-18s.

Strengths were noted in the areas of staff management, student administration, publicity, premises and facilities, learning resources, academic management, course design, teaching, care of students, leisure opportunities and care of under-18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1978
Last full inspection	2010
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 schools / centres /affiliates	Other schools affiliated to the International House World Organisation
Other related non-accredited activities (in brief) at this centre	CELTA and DELTA

Private Sector

Date of foundation	1978
Ownership	Private Ltd. Company
Other accreditation/inspection	ISI, EAQUALS, International House World Organisation

Premises profile

Address of main site	International House, 7-15 Gallowgate, Newcastle upon Tyne NE1 4SG
Details of any additional sites in use at the time of the inspection (<i>location/normal use of site/when used/number of rooms used</i>)	N/a
Details of any additional sites not in use at the time of the inspection	Summer Camp Strathallan School, Perth, Scotland
Inspectors' note of sites inspected	<p>The current owners took over in 2005 and the school moved into new premises, a four-storey Grade 1 and Grade 2 listed building in the centre of Newcastle, in January 2012. The building was completely refurbished prior to the move and it provides a well-designed, spacious environment for staff and students. Access to the building is secure and leads into a lobby with access to the stairs and a central lift. To the left of the lobby is a light and spacious reception and administrative area and the offices of two of the three Directors; to the right of the lobby is a large student common room and café. Floors two and three accommodate the school's 16 classrooms and on the top floor there is a large teachers' room that includes an office for the Academic Director and large well-equipped open access, self-study room, which is mainly used for the delivery of the Personal Study Programme (PSP). The high ceilings and large windows contribute to a sense of spaciousness and openness throughout the building as does the clean and uncluttered design. It provides excellent accommodation for staff and students.</p> <p>International House has its own self-catering residential apartments at Charlotte House, only five minutes' walk from the school.</p> <p>The school also runs a young learners' summer camp at Strathallan Boarding School, eight miles from Perth in Scotland. The school is set in impressive grounds with excellent facilities including sports pitches, a swimming pool, a music hall and a theatre. Classrooms are light and spacious and teachers are provided with a large staff room with networked computers. The summer camp is residential and students are housed in two blocks, each of which has a spacious and well equipped common room and single bedrooms with hand basins. There is a large grassy courtyard between the two accommodation blocks where students can congregate and play games.</p>

Student profile

	At inspection Newcastle (June)	At inspection Edinburgh (July)	In peak week: 13 July (organisation's estimate)	
			Newcastle	Edinburgh
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	At inspection	In peak week	In peak week

Total ELT/ESOL student numbers (FT + PT)	259	48	316	51
Full-time ELT (15+ hours per week) 18 years and over	213	0	232	0
Full-time ELT (15+ hours per week) aged 16-17 years	37	6	58	10
Full-time ELT (15+ hours per week) aged under 16	9	42	26	51
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16-17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Minimum age (including closed group or vacation)	16 main school 13 YL school	10	16 main school 12 YL school	10
Typical age range	14-54	10-17	12-56	10-17
Typical length of stay	16 weeks (average)	2 weeks	15 weeks (average)	2 weeks
Predominant nationalities	Saudi, Libyan, Brazilian, Italian, Spanish	Ukraine, Russian, Brazilian	Saudi, Libyan, Spanish, Italian, Brazilian	Ukraine, Russian, Brazilian
Number on PBS Tier 4 General student visas	6	0	6	0
Number on PBS Tier 4 child visas	0	0	0	0
Number on student visitor visas	149	0	155	0
Number on child visitor visas	22	40	21	45

Staff profile	At inspection Newcastle	At inspection Edinburgh	In peak week (organisation's estimate)	
Total number of teachers on eligible ELT courses	27	6	41	6
Number teaching ELT under 10 hours/week	0	0		
Number teaching ELT 10-19 hours/week	1	6		
Number teaching ELT 20 hours and over/week	26	0		
Total number of administrative/ancillary staff	19	3		

Academic staff qualifications to teach ELT/TESOL

Profile at inspection		
Professional qualifications	Total number of teachers	
	Newcastle	Edinburgh
Diploma-level ELT/TESOL qualification (TEFLQ)	11	
Certificate-level ELT/TESOL qualification (TEFLI)	16	6
Holding specialist qualifications only (specify)		
YL initiated		
Qualified teacher status only (QTS)		
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications		
Total	27	6

These figures include the academic manager(s)

Comments

Two of the six staff at IH Edinburgh were working at IH Newcastle at the time of the inspection so have not been counted twice.

Course profile

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

Junior Homestay Courses are for 13 to 17 year olds. Summer camp is for 10 to 17 year olds.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)			
Types of accommodation	Adults Newcastle	Under 18s Newcastle	Under 18s Edinburgh
Arranged by provider/agency			
Homestay	59	36	
Private home			
Home tuition			
Residential	46		48
Hotel/guesthouse			
Independent self-catering e.g. flats, bedsits, student houses			
Arranged by student/family/guardian			
Staying with own family		10	
Students own arrangements	108		

Introduction

International House Newcastle was founded in 1978 and although a member of the International House World Organisation, it is an independent school. The current owners took over in 2005 and the school moved into new premises in Newcastle city centre shortly after. The school also runs a young learners' summer camp at Strathallan Boarding School, eight miles from Perth in Scotland and as a result, has rebranded the school as International House Newcastle & Edinburgh.

The core provision, delivered from the main site in Newcastle is General English at seven levels in a combination of hours from 10 to 30 hours per week some of which can include a personal study programme (PSP) option that is designed specifically to meet the needs of individual students. Examples of the PSP provision include specific skills practice, English for specific subject areas such as law or business, examination preparation or specialist interest English. This bespoke element of the course is seen as an important feature of the school's portfolio. In Newcastle, the school also offers courses in Business English, Academic English, IELTS and Cambridge examination classes, one-to-one tutoring, teacher development courses, English plus Internship course and junior homestay courses. In addition, the school delivers the CELTA and DELTA courses as well as personal and group teaching methodology courses in Newcastle and the young learners' summer camp in Scotland.

The inspection at Newcastle took place over three days with two inspectors in Newcastle and subsequently, the

reporting inspector visited the Strathallan summer camp for one day.

In Newcastle, meetings were held with the Managing Director, the Executive Director (Marketing and Administration) and the Academic Director, all of whom are shareholders. Meetings were also held with the Head of Administration, the Head of Estates and Health & Safety, the Head of Student Services, the Finance Manager, the Social Programme Organiser, the administrative support person for the social programme, the Accommodation & Enrolments Coordinator, the Accommodation Administrator, the Homestay Inspector, the Academic Coordinator, the CPD Coordinator, the Young Learners and Safeguarding Coordinator, the PSP Coordinator and the Exams Coordinator. Twenty three lesson segments and two PSP sessions were observed and focus groups were held with two groups of students and two groups of staff. One inspector visited Charlotte House and three homestay providers.

In Strathallan, meetings were held with the two Summer Centre Managers and the Young Learners Guide and Social Activities Organiser. Six segments of lessons were observed and a focus group was held with the teachers and with the students. The inspector also observed the setting up of social activities, the lunch time arrangements and visited the accommodation blocks.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 There are clear job descriptions for all staff and that all staff recognise. The job description for the Academic Director may need some revision as it has more of an operational than strategic brief.

M4 There are very good formal and informal communication channels within the school. The Directors have a strong physical presence in the school and involve themselves in day-to-day communications with all of the staff. There are weekly administrative meetings and weekly teachers' meetings and the Academic Coordinator emails a weekly briefing to keep staff up to date with operational issues. There is also a monthly senior teachers' meeting, chaired by the Managing Director, which addresses more strategic issues and where teams are formed to work on particular projects. Quarterly whole staff meetings are also held which provide an opportunity for management to share strategy with all staff. The Academic Director's room is within the staffroom and she has an open door policy. The staff handbook is comprehensive. Staff at the focus group reported that communication was good and that there are high levels of staff engagement and commitment to the school. Staff at the summer camp in Strathallan also reported excellent communications via an early morning staff briefing and a weekly checklist of information.

M7 Induction procedures are thorough and a checklist is followed. Induction also includes a comprehensive health and safety briefing and a safeguarding briefing that is followed up with a quiz. All staff have a mentor and in addition to formal observation there is a mentee led observation process that staff at the focus group reported works well. Staff induction at Strathallan is comprehensive and includes a detailed briefing of supervision arrangements and responsibilities for the leisure activities as teachers take on the role of activities organisers throughout the summer camp.

M8 Monitoring procedures include student feedback and weekly drop-in observations by the Academic Director. All

staff have an annual performance development interview with their line manager.

M9 The management of the school shows a strong commitment to continuing professional development and has created a senior teacher role to lead and develop continuing professional development (CPD) initiatives. Action points emerging from annual performance development interviews are followed up and there are opportunities for staff to engage in specific skills training, to attend local and national events and to upgrade qualifications. The CPD coordinator also runs short staff development activities on a regular basis and these are well attended and received good feedback at the teacher focus group meetings. Teachers reported that there was a strong ethos of development and improvement in the school.

Student administration

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

Comments

M10 Students in the focus groups were extremely complimentary about the helpfulness and approachability of administrative staff. Staff are well experienced and able to cover for each other and to support key processes and procedures at busier times of the year.

M12 Enrolment takes place each Monday and administrative and academic staff work well together to ensure that induction, enrolment and testing is a seamless and efficient process. At busier times of the year other staff can be deployed to support the process. A new system is being developed that should streamline the application and enrolment procedure even more.

M13 Sample records were full and complete and there is a robust system for ensuring that all student details are collected by requiring them to hand in a completed form at the same time as their placement test. Students are emailed quarterly to update their records.

M14 There is an attendance policy and records were evidenced but the system could do with some streamlining as data is inputted by the Academic Director who then follows up any issues with individual students and at busy times this system could be put under strain. There is also a punctuality policy but inspectors observed that it was not applied systematically by all staff. Attendance at the residential summer camp is 100 percent. If any student is unwell, a group leader or one of the summer camp managers will take care of them.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M18 End of course feedback is rigorously collected and is collated and actioned. The collection of initial feedback requires review as there is an early feedback questionnaire sent out online but completion is patchy and therefore results are unreliable.

M19 Staff feedback is collected informally at weekly, monthly and quarterly meetings but a more systematic approach to the collection of written feedback would be valuable. Staff at the summer camp feed back daily to the leaders and reported that comments were taken on board and actioned quickly. The summer camp report incorporates staff and student feedback.

M20 Evidence of how the school has dealt with student complaints was seen and deemed to be appropriate.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M21 Publicity uses clear, plain English and is very accessible to students and parents. Translations are provided for key markets.

M22 Photographs and a video on the website are very well representative of the school, the city of Newcastle and the summer camp at Strathallan.

M26 The images and the video of the homestay are representative and realistic as is the representation of the residential accommodation.

M27 Publicity reflects the leisure programmes in Newcastle and Strathallan accurately and realistically.

M29 As teacher training is also advertised in the brochure, the school needs to use the accreditation marque 'accredited for the teaching of English'.

Management summary

The provision meets the section standard and in a number of areas exceeds it. *Staff management* is an area of strength. The school is very well managed and there is a strong sense of development, self-improvement and professionalism. Processes for recruiting, inducting and developing staff are good. *Student administration* is also an area of strength. Administrative processes are well managed, efficient and operate to the benefit of the students and staff are friendly and approachable. Quality assurance processes are in evidence. *Publicity* is an area of strength. It is attractive, well designed, clear and representative.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Classrooms in Newcastle vary in size but all can comfortably seat 12 students. 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 function well for their purpose. The boarding school used for the summer camp is an impressive building set in acres of countryside and provides an excellent, spacious rural environment for young learners.

R2 The listed building in Newcastle contains many original features and it has been thoughtfully redesigned and upgraded to a high standard. It is very well maintained, cleaning takes place twice per day and as a result, the school is spotlessly clean. Care has been taken to highlight and enhance key features of the building.

R3 Classrooms in Newcastle meet the criterion but a few are poorly ventilated. There are plans to install some air conditioning in the future. Classrooms at Strathallan are of a high standard and the camp has the use of the school theatre for daily student briefings and as an additional space in wet weather.

R4 In Newcastle, relaxation facilities for the students are of a high standard. The common room/café is spacious, well furnished and well used by students. There is a widescreen TV and DVD, free Wi-Fi and an area for the social activities coordinator to advertise events and trips. A section of the old city walls has been exposed and preserved to English Heritage regulations and is a focal point of the room. There are ample relaxation facilities at Strathallan as each boarding house (male and female) has its own common room with wide screen TV, table-tennis table and plenty of comfortable sofas. There is also a grassy area between the two houses where students can congregate and relax.

R6 In Newcastle, staff have an excellent workroom on the 4th floor of the building. The Academic Director has her own office within this room and the other two Directors have pleasant offices within the reception area. The summer camp teachers have the use of a large, airy room with PCs, photocopiers, scanner and printers.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R8 Teacher resources are good and much of the teaching material is provided to teachers online. This is particularly the case for the summer camp at Strathallan but staff reported some issue with internet access and this needs to be addressed for next year.

R9 Since the last inspection, data projectors have now been installed in all classrooms.

R10 The PSP room is pleasant and spacious and as well as 17 work stations, also has 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.

R11 The school has its own PSP coordinator who has developed a website where students can find a range of online materials and links to useful websites. All students have an induction and their own personal study plan and journal and teaching staff are scheduled to support and work with students during the timetabled slots. Most students work independently but staff also arrange reading or discussion groups when requested or when appropriate.

Resources and environment summary

The provision meets, and in a number of aspects exceeds the section standard. *Premises and facilities* is an area of strength. The premises, both in Newcastle and Strathallan are of a high standard and provide a comfortable and spacious environment for staff and students. *Learning resources* is also an area of strength. The PSP room provides an excellent facility for students to follow an individually designed programme of study that is well supported by teachers and bespoke learning materials.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments

T1 One teacher does not have a level 6 qualification; he is currently completing an open university degree.
T4 All of the academic managers, including the senior teachers with specific coordinator roles are TEFLQ. One of the summer centre managers is TEFLI and is also the member of staff without a level 6 qualification.
T5 An acceptable rationale was provided to demonstrate the support provided for the summer centre manager by members of the academic management team.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T9 Continuous enrolment is very well managed and a carefully structured syllabus supports teachers in the management of this process.
T10 Teacher support mechanisms are well established. There is a strong commitment to teacher development and a wide variety of CPD activities that are linked to teacher observation, mentoring and performance review. This was also evident at the summer camp where the summer centre teachers indicated that managers provide good support in the form of materials and advice.
T11 There is a system of weekly drop-in observations, formal observations with helpful feedback, a strong mentoring system which enables teachers to request informal observation from their mentors and evidence that poorer performance is dealt with in an appropriate and supportive manner.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The school has a sophisticated and highly developed course structure based on the CEFR can-do statements. A weekly programme of work is designed around these principles, taking into account the needs of the students in the group and teachers submit weekly plans to the academic coordinator for approval. No one course book is used; teachers select materials from the bank of resources and new materials are shared and disseminated.
T14 Students have a weekly plan in their classroom and the appropriate can-do statements are printed on their weekly progress report to ensure that aims and objectives of the syllabus are clear.
T15 The syllabus includes study and learning strategies and promotes the development of individual learning plans in the form of PSP. Students have their own online study journal that is discussed and updated regularly with tutors.
T16 Materials are used in class to prepare students for living in the UK and to broaden their knowledge of local and national culture and heritage. This is particularly well integrated into the summer camp curriculum as teachers also lead the excursions and activities so the classroom interaction is very focused around the students' day-to-day experiences.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 There are weekly reviews given to all students based on their performance in class. Mini one-to-one tutorials take place every four to six weeks and longer term students have the opportunity for scheduled tutorials with the Academic Director. Students who have signed up for PSP also have regular one-to-ones with tutors. Some consideration should be given to how students who do not have PSP set clear learning objectives.

T19 The school is an examination centre for UCLES and offers good support for students applying for these examinations. PSP also offers opportunities to support students applying for other examinations such as IELTS.

T22 Met but this is an area that could be developed, in particular through the use of PSP.

Classroom observation record

Number of teachers seen	23 IH Newcastle; 6 IH Edinburgh.
Number of observations	29
Parts of programme(s) observed	All

Comments

Two staff were not observed at IH Newcastle due to a timetable mix-up.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Overall, teachers provided accurate models of spoken and written English that were appropriate to the aims of the lesson. Models on the board generally included parts of speech and phonetic script and stress marks although this was less in evidence at the summer camp. Examples were, on the whole, relevant, concise and appropriate to the students.

T24 Class profiles were provided that showed awareness of individual student needs and teachers used language that was comprehensible and at an appropriate level for the students.

T25 Lesson plans were very clear, well staged and with clear aims, objectives and timings. Anticipated difficulties were identified and addressed and the lesson content was relevant. Plans were consistently good across all aspects of the provision.

T26 Lessons were well sequenced and logical and at an appropriate level for students. Content was up-to-date and there were clear links between activities. Activities provided good opportunities for practice.

T27 Instructions were clear, and effective checking of understanding took place. This was particularly good in young learner lessons. Materials were, on the whole, appealing and of a high quality. Again this was a strength in the

young learner segments observed, along with control of student behaviour and keeping students on-task. Interactive whiteboards had recently been installed in all classrooms and were not yet used to effect. This is clearly a development priority for teachers.

T28 A good range of teaching techniques was observed including elicitation, concept checking, expert questioning techniques and nomination. More feedback and correction could have been employed, and more attention paid to stress and pronunciation.

T29 In all classes students were fully engaged and this was a particular strength across all of the provision. There was a very good balance of student and teacher talking, clear instructions, good voice projection, good pacing and variety and good use of pair work. In young learner classes there were particularly inventive strategies used to control the use of L1.

T30 Pairings and grouping showed sensitivity to students' competences and confidence and teachers demonstrated that they knew their students well and could exploit their interests and enthusiasms in class. The atmosphere in all classes was positive and purposeful and rapport was excellent.

Classroom observation summary

The teaching observed met the requirements of the Scheme. *Teaching* was an area of strength and the majority was good or excellent. Plans were confidently and professionally written and teachers demonstrated that they had a range of tools and techniques at their disposal to facilitate positive and purposeful learning. Teachers managed their students well and provided them with relevant and interesting materials. This was particularly evident in the young learner segments observed both at Newcastle and at Strathallan. Teachers could pay more attention to feedback and correction – particularly in the area of pronunciation, and use of the IWB requires development.

Teaching and learning summary

The provision meets the section standard and in a number of areas exceeds it. *Academic management* is an area of strength and teaching and learning is well managed and supported. *Course design* is also an area of strength and courses are innovative and carefully reviewed. Students have good opportunities to identify and focus on specific language needs and to discuss their progress and targets although more opportunities in this area could be given to those who do not opt for PSP. *Teaching* is an area of strength. Teachers are well qualified, have good opportunities for professional development and this is evidenced through the quality of the teaching which meets the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Management shows a keen awareness of all issues of safety and security. General safety measures, taking the different age groups into account, are extensive and sensible yet not intrusive. Induction procedures are thorough and welcoming. The induction includes sound advice on personal safety without being alarmist. In Newcastle, CCTV cameras, protected front door and supervision arrangements of younger students are all part of the very good safety measures. The entrance to the building is electronically protected and all have to use a swipe card to enter. All visitors have to sign in and out. At Strathallan, students are supervised at all time and wear lanyards on all visits and excursions.

W2 A competent and enthusiastic team of welfare and administrative staff are based in the large reception area and take their responsibilities to the students very seriously. On both sites students reported that they felt they could approach any of the welfare staff, management staff, reception staff and teachers for support. In Newcastle, one of the classrooms can be used as a multi faith prayer room. There were no Muslim students at Strathallan but a room could easily be found if necessary. One of the summer school managers had accompanied a student to church

when she had requested this.

W3 The head of student services is the named welfare person, but all staff see it as their responsibility to provide whatever help, support and information students may need.

W4 There is a policy on unacceptable and abusive behaviour readily available to students and staff. The wording and presentation are not easily accessible to younger and low levels students. At Strathallen, however, staff used a quiz to ensure that young learners understood the code of behaviour and operated a house points reward system that was working very efficiently.

W6 An efficient airport transfer system is in operation, with dedicated staffing. There is evidence that the arrangements are able to cope with unforeseen circumstances.

W7 Students are provided with clear and practical advice in the comprehensive student handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

In Newcastle, students are offered full or half board homestay, and self-catering residential accommodation in Charlotte House. Three homestay providers and the residential accommodation at Charlotte House were visited. Students must be over 18 to stay in the residential accommodation. Overall the homestays were found to be of an acceptable standard. All three hosts visited were experienced, sensible and welcoming. Those of the hosts who agree to take younger students were fully aware of their additional responsibilities towards this age group. Charlotte House is only a short walk from the school. It is professionally managed and provides accommodation not only to students from IH but also from the city's two universities and local colleges. Bedrooms are pleasantly furnished and the shared facilities, kitchens and bath and shower rooms, are of good standard. A large number of students stay with family or friends or have made their own arrangements. Strathallen has a number of modern purpose-built boarding houses to accommodate students. At inspection, the school had sole use of two blocks opposite each other with a grassy area between where students could gather and relax. Male students were housed in one block and female in the other. Each block offered identical, good quality facilities consisting of single rooms with washbasins or four-bed dormitories without a washbasin. Each floor had two toilet and shower blocks that were in a good state of repair. All rooms and bathrooms were cleaned every day. Each boarding house had a comfortable common room with sofas, a wide-screen TV and table-tennis table.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Most of the points were met in the homes visited. In one case it was found that two girls had been asked to share a bed. School staff pointed out that this had been agreed by the parents/agent. Written confirmation of this was seen. It is however not acceptable. Students in the focus group confirmed that the general standard of provision was high and that hosts had been carefully selected.

W11 Homestay accommodation is re-inspected at least every two years. All types of accommodation are carefully monitored and the evidence shows that the school is reassuringly proactive if standards should slip anywhere.

W13 Students in homestay are sent informative profiles of the hosts chosen for them.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Booking arrangements are clear and hosts are provided with useful and informative guidelines which include additional information on the care of under 18s and make the school's expectation quite clear.

Accommodation: residential

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

Comments

W23 Three staff on site are first aid trained. All staff on duty have a first aid kit. The hospital in nearby Perth is only 15 minutes' drive away.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 There is currently no written information on safety issues, negotiations with landlords, dealing with loneliness and lack of conversation in English available to students who choose to find their own rented accommodation. It is quite clear however that all staff will help in case of any difficulties.

Leisure opportunities

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

Comments

W26 In Newcastle, the range of activities is wide and includes a number of activities that are either free or at very low cost. The programme is well designed to help students integrate, to learn outside the classroom and is clearly appreciated by the students. The activities programme at summer camp is full and varied and includes an overnight coach trip to Loch Ness and Aviemore. The grounds of the school have extensive playing fields, tennis courts, football, cricket and rugby pitches and the school has a swimming pool and a theatre.

W27 There is a Social Programme Guide at the summer camp but all staff are involved in the leisure and activities programme. The programme is responsive to student requests and to the weather and staff are well briefed on both how to run the activity and on health and safety issues. The excursions are interesting and appeal to the age range of the students.

W28 Generally this criterion is met, but there are some gaps in the risk assessment procedures in Newcastle. At summer camp, risk assessments were full and rigorous and covered moving around the school and free time between activities. Students are supervised at all times.

W29 At summer camp, three staff are first aid trained, one has lifeguarding and one has driver CPC training.

Welfare and student services summary

The provision meets the section standard and in some areas exceeds it. *Care of students* is an area of strength and safety and security issues are fully addressed both in Newcastle and at the summer camp by a sensitive and vigilant staff. Staff are able to respond quickly to the needs of the students. Students and homestay providers can be sure of the school's full support at all times. *Leisure activities* is also an area of strength and the school provides a well organised and appropriate programme.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a clear Safeguarding policy known to all staff. This includes relevant local contact details.

C2 All staff at the school have undergone Safeguarding training to at least Level 1. Homestay providers had been invited to attend a Safeguarding training session at the school. This had been well attended. Staff on the summer camp have an extensive induction on safeguarding.

C3 Publicity sent to parents gives detailed information about the level of care provided at all times and the code of behaviour.

C5 All staff have been DBS checked. Staff sign the school's own declaration of suitability to work with under 18s if the results are late. Very good progress has already been made in attaining foreign suitability checks for group leaders. Records are kept. The main carer in the private households used for accommodation for under 18s have been DBS checked.

C6 The care of under 18s, on whichever course programme the students attend, has the highest priority in the school. During the summer camp, ratios are high with an average of 10:1 and group leaders are in addition to this. Students wear lanyards when outside the school on activities or excursions. For added security, students could be provided with a wrist band to wear at all times that carries the emergency number.

C7 Homestay providers are emailed the full programme of activities so they are fully aware of their students' whereabouts at all times. On summer camp, all meals are provided and are healthy and well-balanced. Supervision ratios are extremely generous overnight as all staff are residential. There is a member of staff on specified supervision duty on each floor and staff have a rota to ensure that they have a suitable break between duties.

Care of under 18s summary

The provision meets the section standard and in a number of aspects exceeds it. *Care of under 18s* is an area of strength. There is a very good provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided. The school's current policies and procedures in this area comply with the Scheme's requirements.

Points to be addressed

Management

M14 There is an attendance policy and records were evidenced but the system could do with some streamlining as data is inputted by the Academic Director who then follows up any issues with individual students and at busy times this system could be put under strain. There is also a punctuality policy but inspectors observed that it was not applied systematically by all staff.

M18 The collection of initial feedback requires review as there is an early feedback questionnaire sent out online but completion is patchy and therefore results are unreliable.

M19 Staff feedback is collected informally at weekly, monthly and quarterly meetings but a more systematic approach to the collection of written feedback would be valuable.

M29 As teacher training is also advertised in the brochure, the school needs to use the accreditation marque 'accredited for the teaching of English'.

Resources and environment

R3 Classrooms in Newcastle meet the criterion but a few are poorly ventilated.

R8 Staff at Strathallan reported some issue with internet access and this needs to be addressed for next year.

Teaching and learning

T18 Students who do not choose PSP have fewer opportunities to set clear learning objectives.

T22 Met but this is an area that could be developed, in particular through the use of PSP.

T27 Interactive whiteboards had recently been installed in all classrooms and were not yet used to effect. This is clearly a development priority for teachers.

T28 More feedback and correction could have been employed, and more attention paid to stress and pronunciation.

Welfare and student services

W4 The wording and presentation of the policy on unacceptable behaviour are not easily accessible to younger or lower level learners.

W9 It was found that two students had been asked to share a bed. This had been agreed by the parents/agent and written confirmation was seen but it is not acceptable.

W24 There is currently no written information on safety issues, negotiations with landlords, dealing with loneliness and lack of conversation in English available to students who choose to find their own rented accommodation.

W24 Generally the criterion is met but there are some gaps in the risk assessment procedures for Newcastle.

Care of under 18s

C6 Students wear lanyards when outside the school on activities or excursions. For added security, students could be provided with a wrist band to wear at all times.
