

Organisation name	Newcastle International School
Inspection date	14–15 May 2024

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

<b>Recommendation</b>
We recommend accreditation with a spot check in the first 18 months.

**Summary statement**

The British Council inspected and accredited Newcastle International School in May 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s.

Strengths were noted in the areas of academic management, course design, and teaching,

The inspection report noted a need for improvement in the area of publicity.

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

## Introduction

Newcastle International School was opened in 2017 by the current owner/director. The managing director (MD), who is also the acting academic manager, joined in May 2023 and has been working to build the staff team and introduce new systems. The premises are leased and used only for students aged 16+.

The inspection took one and a half days and involved two inspectors. Meetings were held with the director, the MD, the sales, marketing and enrolment director, and the acting senior teacher (also the designated safeguarding lead). Focus group meetings were held with teachers and with students. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of two homestays.

## Address of main site/head office

Unit 37A Blandford Square, Newcastle upon Tyne NE1 4HZ

## Description of sites visited/observed

The school is accessed by stairs from the entrance at street level, and occupies a self-contained space on the first floor of a building shared with other businesses. There is a small seating area at the top of the stairs, and to one side there are four classrooms along a corridor, with two computer points and seats for study. There are toilets at the end of the corridor. To the other side of the main staircase is a reception and office area leading through to a teachers' room, and a small kitchen area. There is a small enclosed roof garden beyond the kitchen, for use in good weather.

Additional premises have been secured for the junior summer programme if this goes ahead. These premises were not seen.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

General English, including IELTS preparation, is offered with a range of weekly hours. There are plans to run a residential summer school for juniors in nearby Hexham.

## Management profile

The MD is responsible for the day-to-day running of the operation, and reports to the director, as does the sales, marketing and enrolment director, who is supported by a business development manager. Teachers report to the MD.

## Accommodation profile

The school offers homestay accommodation only and currently has around 30 homestay hosts on its database, of whom seven were hosting students at the time of the inspection. All homestays are within a 40 minute commute by public transport to the school.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. A number of areas of publicity require attention. There is a need for improvement in *Publicity*.

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### Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe, 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.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard. In general, the needs of students for security and pastoral care are met; tolerance and respect for others is part of the ethos of the organisation and students are offered a range of appropriate leisure activities. Homestay accommodation is comfortable and meets the needs of students. However, the major emergency procedure is incomplete and a number of gas safe certificates were missing from homestay host files.

### Safeguarding under 18s

The provision meets the section standard. There are good measures in place to ensure the safeguarding of students under the age of 18 within the organisation and in the leisure activities provided. However, the safeguarding policy lacks information on how to handle delayed suitability checks, and references had not been collected for homestay hosts.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Met

### Comments

M4 Good use is made of a range of channels, including social messaging apps, regular and frequent attendance at meetings. Staff work closely together and are clearly a committed team. Communication is very effective; staff were very well informed and engaged, and teachers in the focus group felt very much involved with the school and developments within it.

M5 Student feedback systems are very thorough. As well as five different feedback questionnaires, which can be accessed digitally through school noticeboards, there are student representatives, who receive briefing on how to carry out the role, and a suggestion box at reception. Tutorials take place every week. All feedback is tracked on a spreadsheet with details of actions taken and by whom.

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<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

M10 Recruitment procedures include a clear checklist; however, they have not been fully implemented as there was no evidence of checks on previous employment for the current team.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

#### Comments

M20 There is a clear policy for complaints, which is available on the website and in handbooks sent to students before arrival. It is covered at induction, and a flowchart of the procedure for complaints, including an option to escalate to an independent body, is posted on noticeboards.

<b>Publicity</b>	Need for improvement
M21 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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	N/a

#### Comments

The website is the main medium of publicity.

M21 Publicity contains a number of claims which cannot be substantiated. These were changed during the inspection, so this is no longer a point to be addressed.

M22 There are a number of typographic errors and/or examples of inaccurate English.

M23 The stated number of hours does not take breaks into account. Information on non-teaching days is insufficiently specific.

M25 Information on care and support for under-18s is clear, but students only receive it after enrolment.  
M26 Accommodation descriptions include references to options that are not always available, and arrangements for management and administration are not clear. This was changed during the inspection and is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
<b>Comments</b>	
P4 With the current numbers, and the fact that all school space is shared between staff and students, this criterion is met. Space for students outside class time is limited. There are a small number of chairs in spots around the premises, and the roof terrace is very helpful in this respect; however, it can only be used in good weather.	
<b>Learning resources</b>	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
All criteria in this section are fully met.	

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
<b>Comments</b>	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
<b>Academic management</b>	Area of strength

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### Comments

T7 Induction for teachers is very thorough, and has been tailored to individual teachers. As well as covering all the key areas of the role, an induction checklist forms part of each teacher's file, along with a self-assessment which is linked to CPD. Handbooks are made available in advance, and teachers in the focus group felt that their induction had been extremely thorough and comprehensive.

T8 The MD works closely with individual teachers to coach and support them in all aspects of the role, and teachers also work closely together. Collaborative lesson planning is encouraged and facilitated. Handbooks reinforce the guidance provided. Teachers in the focus group felt very strongly supported at the school.

T10 CPD systems are already well established and reflected in the development journey of each teacher. All teaching staff are being supported to further their qualifications and/or take on more responsibility within the school. There is a needs analysis questionnaire to enable teachers to have input into CPD plans, which are also informed by observations, and all CPD is documented and reviewed.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

#### Comments

T11 Principles underlying course design are clear and well communicated to teachers, with detailed guidance on implementing the syllabus provided on a one-to-one basis as an extension of induction as well as through handbooks. The syllabus specifies student outcomes clearly aligned to external standards, and student portfolios and tutorials provide individual guidance.

T13 There is a systematic process for the review of courses, which includes feedback from teachers after each course as well as student feedback. Course review meetings feed into academic review meetings to form a formal, documented process.

T14 Course outlines and learning outcomes are part of student portfolios and, together with weekly teaching plans are used in tutorials to help students review their learning against the stated outcomes.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

**Comments**

T17 Every student keeps a learning portfolio which helps them to self reflect as well as keep track of their progress. Individual tutorials take place weekly to support this process.

**Classroom observation record**

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English and IELTS

**Comments**

Each of the three teachers was observed twice: once by each inspector.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

**Comments**

T19 Teachers provided clear models and gave relevant examples and explanations. In several lessons additional language information, such as parts of speech, was provided, and some teachers paid attention to emergent language.

T20 Detailed class profiles were provided and indicated very good knowledge of students and their strengths and needs. The activities chosen were clearly linked to course objectives and reflected the age, background, and preferences of students.

T21 Intended learning outcomes were expressed in a variety of ways but were always clear, consistently made known to students and often referred to during the lesson.

T22 Confident use of a range of techniques enabled teachers to present and practise language in an engaging way. Instructions were clear and consistently checked, and effective use was made of elicitation and prompting, as well as sensitive and inclusive nomination and questioning.

T23 Teachers demonstrated expert management of resources through confident and imaginative use of technology, and clearly presented and organised board work, as well as the use of visuals and adapted handouts. Classroom space was effectively used and varied according to the activity.

T24 Teachers were very encouraging and made use of feedback techniques such as reformulation or questioning, as well as careful monitoring.

T25 Lessons provided opportunities for students to demonstrate their ability to use recently learned language, and included short assessment activities and tasks to help both teachers and students to evaluate learning.

T26 All lessons demonstrated teachers' ability to establish a very positive classroom atmosphere in which students confidently and enthusiastically made their contributions. Very good teacher presence, and a good variety of activity, pace, and patterns of interaction were in evidence throughout, and students were very actively engaged.

## Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	

W1 Although various elements of a major emergency procedure are in place, it has not yet been formulated into one overall plan detailing how to respond to emergencies both on and off site.  
W2 Students are made aware of the pastoral care available and reported that they feel very supported by all staff. Regular and frequent individual tutorials with teachers include a pastoral element and there is close liaising between all staff regarding specific individual student needs. Under 18s are given additional care.  
W5 Students receive detailed information about aspects of travel and life in the UK on enquiry and post enrolment. However, this information is not yet available on the website.

<b>Accommodation (W7–W18 as applicable)</b>	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

**Comments**  
W7 Homestay accommodation viewed was of a very good standard. Students in the focus group were very positive about their accommodation and spoke highly of how comfortable their accommodation was.  
W8 Students spoke highly of arrangements for cleaning and laundry in their homestay accommodation. Homestay hosts were very willing to offer laundry facilities whenever students wished.  
W9 Although rigorous and recorded checks are carried out on accommodation before students are placed there, a number of gas safe certificates were missing from files. The school is in the process of chasing these up.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

**Comments**  
All criteria in this section are fully met.

<i>Accommodation: other</i>	
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W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

<b>Leisure opportunities</b>	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

All criteria in this section are fully met.

### Safeguarding under 18s

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

#### Comments

At the time of the inspection the school had one 17-year-old student. This profile is typical year round where the school normally has between one and three students who are 16 or 17 years old. The school has plans to offer a junior summer school (11+) in a residential activity centre near Hexham.

S1 Although a clear safeguarding policy is in place, it did not contain guidance on how to handle delayed suitability checks.

S4 Staff and homestay hosts did not have two references on file asking about suitability to work with/host under 18s.

### 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 Sampling identified the following issue: a health and safety at work poster was not on display; the school should seek further advice from the relevant statutory/regulatory body.

#### Organisation profile

Inspection history	Dates/details
First inspection	May 2024
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2017
Ownership	Name of company: Newcastle International Academy (trading as Newcastle International School) Company number: 11016078
Other accreditation/inspection	BAC

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Inspiring Learning - Dukeshouse Wood (Kingswood), Hexham NE46 1TP 3 classrooms and accommodation (for summer centre if it goes ahead)

#### Student profile

Student profile	At inspection	Estimate at peak
	At inspection	August
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	15	40
Full-time ELT (15+ hours per week) aged 16–17 years	1	10
Full-time ELT (15+ hours per week) aged under 16	0	20 August (summer camp in Kingswood)
Part-time ELT aged 18 years and over	0	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>16</b>	<b>71</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–60	16–35
Adult programmes: typical length of stay	8 weeks	8 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	4 weeks	4 weeks
Junior programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 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	3	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

#### Comments

The MD is also the academic manager and is TEFLQ. He is not timetabled to teach. The senior teacher teaches full time and is TEFLI. He has some academic management responsibilities, is working towards TEFLQ status and is monitored and supported by the MD.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	1
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	2
Total	3

#### Comments

Of the two teachers who are not TEFLI, one has an MA TESOL (with no observed teaching) and both are working towards an initial teaching qualification. They are supported and supervised by the MD.

### 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	6	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		

Staying with own family	0	1
Staying in privately rented rooms/flats	9	0
Overall totals adults/under 18s	15	1
Overall total adults + under 18s	16	

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in Publicity, and criteria W1, W9, S1 and S4 have been addressed. The required evidence was subsequently provided.