

IH Newcastle & Durham Young Learner Centre

25-27th July 2023 Face to Face

Inspected by: Beccy Wigglesworth

Delivering the IH Client Promise		Met / Requirement
We will help you learn and progress by designing well-structured courses and educational support services.	Learning	Met
	Curriculum	Met
	Resources	Met
	YL Welfare & Safety	Met
	SA Accommodation	Met
	SA Activities	Met
Before enrolling, we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview.	Placement Tests	Met
You will be given clear and accurate information about all aspects of your course, examination or other service.	Information	Met
You will be taught by qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs.	Teachers' Quals	Met
Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience.	Leadership & Mgt	Met
	Quality Improvement	Met
Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve.	Advice	Met
	Testing & Reports	Met
You will be encouraged to give us feedback so we can continue to improve while you are still studying with us.	Feedback	Met
	Complaints	Met
Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.	Promoting Diversity	Met
Delivering the IH Staff Promise		
You will have a good, safe working environment and the resources to do your job well	Staffroom	Met
	Safety	Met
You will have a job description so you can contribute to a high quality student learning experience	Recruitment	Met
	Job Description	Met
You will be given feedback on how you perform in your job, and you may be given further training, so you can contribute to improving the student learning experience.	Appraisals	Met
	Training	Met
You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job.	School Mgrs	Met
	Academic Mgrs	Met
Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice.	Professional Devel.	Met
	Lesson Obs.	Met
You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness, etc	Legal Employment	Met
	Fair T&C	Met
Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.	Promoting Diversity	Met
Member Commitment to IHWO and the Network		
IH Branding and Conference Attendance	Branding	Met
	Conferences	Met

Summary of the Inspection

I would like to extend the warmest thanks to Trevor, Trish, Caroline, Jenny and all their teams for the warmest of welcomes and the most help during the inspection.

It was such a pleasure to see in person the highest standards of client care and experience which have been crafted by the team over many years.

The school is an exemplar in every way that I can imagine. Congratulations and keep going!

Strengths

Delivering the IH Client Promise
<p>We will help you learn and progress by designing well-structured courses and educational support services.</p> <ul style="list-style-type: none"> • The very high number of good to outstanding lessons observed is exceptional. • Clearly articulated mission statement and tag line, which are reflected in the academic ethos of the school • There is a deeply cherished sincerity in doing the right thing for the students • The PSP suite and the fact that qualified teachers are timetabled to work there (as opposed to just academic support staff) • There are dedicated efforts towards getting students to take responsibility for their own learning • The school has comprehensive policies and procedures for dealing with welfare and safeguarding issues. • The IH Newcastle mission includes reference to a “stimulating and friendly atmosphere”, and the enthusiasm and gusto with which events are organised contributes to this. They are seen as an integral part of the overall learning experience, not just a tacked on after-thought. • Social events are very well attended (some booking 30-40 people), attesting to the fact that they are hitting the right spot with the students.
<p>Before enrolling, we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview.</p> <ul style="list-style-type: none"> • There are thorough placement procedures appropriate to the age and level of the students with very good support and guidance by suitably qualified academic managers. •
<p>You will be given clear and accurate information about all aspects of your course, examination or other service.</p> <ul style="list-style-type: none"> • There is clear comprehensive and accurate information on all courses. • There is a proactive personalised touch to help ensure students know all that is going on

You will be taught by qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs.

- It is a definite strength that teachers are all contracted, either permanent or on (summer) fixed term contracts. There are no freelancers. This is an investment in the teaching body, and is borne out in the quality of teaching in evidence.
- Many summer teachers return each year, adding to continuity and confidence in the quality of learning experiences.

Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience.

- There is a very strong culture of customer centeredness, supporting every student and staff member to have the best experience they can have. This is in the day to day. The mission statement, and in the statement of corporate personality.
- This educational ethos is genuinely felt by staff and students.
- The school is a member of international, and national quality organisations which provide a stamp of quality whilst also providing ideas and suggestions for improvement.

Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve.

- Weekly formative testing and visibility of results is excellent, supporting students in their own learning.
- The hoopla of the Friday graduation ceremony is a lovely touch.

You will be encouraged to give us feedback so we can continue to improve while you are still studying with us.

- The formalised informal feedback is a strength of , and demonstration of, the customer service ethos

Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.

- The school is particularly strong at promoting diversity in many ways.

Delivering the IH Staff Promise

You will have a good, safe working environment and the resources to do your job well

- The premises demonstrate care taken by the school to provide a great space within which to deliver its services.
- The school is assiduous when it comes to meeting and exceeding all Health and Safety requirements.

You will have a job description so you can contribute to a high quality student learning experience

- There is a particularly innovative and thorough induction for new teachers.

You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job.

- There is exceptional support for all staff from the academic management team.

Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice.

- Teachers can contribute their specialist research in CPD sessions.
- The number and variety of types of observation is impressive.
- Observation is used extensively and frequently as a tool to improve teaching.

You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness etc.

- The high level of staff retention, and returning summer teachers
- The relatively high proportion of permanent staff for a Study Abroad school.

1.0 We help you learn and progress by designing well-structured courses and support services.

1.1 Quality of Learning	Met/ Requirement
A. The overall quality of learning was good to outstanding	Met
B. Classes are of a pedagogically appropriate number of students	Met

Seventeen lesson segments were observed from eighteen teachers (one group team teaching with two teachers) across all different types of classes including young learner and adult courses in the school. All levels from A2 to C2 were observed.

The overall standard of learning opportunities observed was exceptionally high. There were a very high percentage of outstanding lessons, and only really one that was not going to plan. Students were universally engaged and keen to take part.

The lessons were exceptionally well-planned with all classes providing excellent documentation that included a very detailed and consistently structured lesson plans. The lesson plans included very clear overall objectives, anticipated problems and solutions, a personal teacher aim. The main body of the plans included good detail on interaction patterns, specific timing, stage, procedure, skills and language systems covered and stage objectives. The lesson aims and staging were appropriate and accurately written focusing on the learning outcomes.

- All lessons were very well planned, and well staged with realistic timings of activities.
- There was clearly very good awareness of student’s abilities and capabilities, and teachers kept a good pace to activities.
- All teachers were approachable, very friendly, encouraging and supportive. Students and teachers seemed to have fun in the class.
- There seemed to be a very good respectful atmosphere in every class to facilitate an open discussion, and trusting to be able to try to voice opinions.
- Some teachers seemed to show genuine interest in what students had to say.
- Generally good board work (recording emerging vocab on board)
- The students seemed very enthusiastic to be in the lessons, and engaged with the learning process and tasks. They seem keen to learn and happy to engage with and make the most of any and all strategies used by the teachers. There seemed enthusiasm to speak up, and at ease with making natural mistakes.
- I saw a very good range of activities – with engaging lessons. The fact that there is no text book to follow meant that a wider range of activities were used to good effect.
- In student focus groups, they reported that they loved the opportunity to speak and develop their spoken skills, and this was evident in class. In the student focus group all students claimed “mine is the best teacher!”
- All teachers showed excellent rapport with their students. The lessons were fun as well as providing good learning opportunities.
- Instructions were clear. There was good error correction and some pronunciation strategies. Individual drilling was observed, although choral drilling was not evident in the lessons seen.

- Materials and online resources (images, powerpoints etc) were appropriate to the teaching aims and were being used effectively by the teachers to provide a good balance of skills and language work as well as revision and new language.
- Good use of quiet time – teachers happy to allow students to quietly get on with a task.
- Stretch and Challenge: Although it is difficult to assess from single lesson segments, I would say that students are stretched to improve in class. There were some clear examples in some classes, where students initially struggled then seemed to have an “ah-ha!” moment. Students in the student focus group confirmed that their teacher encouraged them to work hard and wanted them to progress.

All lesson segments observed apart from two were good to outstanding.

Strengths

- The very high number of good to outstanding lessons observed is exceptional.

Recommendations

- Consider explicitly stating learning outcomes at the start of the session (ideally writing them on the board) and check off at key points or at the end of the session to enhance sense of progress. Or use the weekly plan as a way to check off learning at the end of the week with the students (this may be done but was not observed).
- Consider how to effectively stretch and challenge all students, whether differentiated activities can be included.
- In the best lessons, teachers clearly knew their student’s names. (In one excellent session the teacher was actually testing herself by writing their names on a game activity). That wasn’t totally obvious in others, and also classmates may not have known the name of a student new to the group. In these cases try using folded pieces of paper on the desk with each other’s name (and the teacher’s name so the students know that!).
- Some students didn’t seem to have their notebooks or files with them in class. Try to keep encouraging that as it does really demonstrate taking responsibility for their own learning.

1.2 Structured Curriculum and Syllabus	Met/ Requirement
A. Groups are clearly taught according to CEFR or IH levels – and for study abroad schools, there are a minimum of 4 levels.	Met
B. Students’ learning follows a clearly planned syllabus	Met

IH Newcastle has a very clearly articulated mission statement, visible in every classroom “Ensuring every student has a quality learning experience in a stimulating and friendly atmosphere”, with the tag line “Bringing the world together”. And this really does seem to drive the academic philosophy of the design of the curriculum.

The school uses an innovative weekly curriculum plan which is very clearly focused on the level, needs, and progress of students in each group. With continuous enrolment, there could be new students each

week, and students moving up a level so a very linear curriculum would not work. The weekly negotiated curriculum is evidence of a genuine sincerity in doing the right thing for the students.

The school offers classes from A1 to C2, and there are good numbers for these in general English. There are a few students on IELTS courses, and very few on specialist courses (e.g. Business English), although these are still available should the demand pick up again.

The overall syllabus descriptors for each level are displayed as huge posters on the walls throughout the school so its explicit for students. The syllabus for each level refers to the overall course objectives and details objectives in Listening, Reading, Speaking and Writing, with content detailed for grammar and functions. These are also included in the teachers handbook.

Because the overall student numbers are relatively high, there is opportunity to open parallel groups, and A2+, B1+ groups, which keeps the level within group relatively consistent.

In devising a personalised programme for each class each week, weekly plans must be submitted by each teacher to the Academic Manager by Tuesday each week, so there is some general oversight of what is happening. This acts as both a check of quality, and as a mechanism of communication to students, as it's shared online in Teams.

The weekly work plan is like a high level scheme of work, detailing for each day, Topic or context, Language Focus, Skills Focus, Learning outcome and PSP/homework/learning strategies.

The very extensive teachers handbook includes the curriculum levels, mission statement, details on completing the weekly work plans, etc. There are also other descriptions of how this works for the teachers, for example the document “ The Carousel Syllabus and Classing:
A flexible and adaptive approach to the challenges of continuous or rolling enrolment.”

The curriculum at Durham involves classes in the morning, which tend to have a project focus to them, and activities in the afternoon. These may involve sports (with facilities for basketball, swimming etc on site), or project activities such as a theatre workshop with external expert. These are varying, and varied each week (and indoor/outdoor events planned according to the weather). The campus has a wide variety of facilities which are freely available. There are also longer weekend trips for students on longer stays.

Strengths

- Clearly articulated mission statement and tag line, which are reflected in the academic ethos of the school
- There is a deeply cherished sincerity in doing the right thing for the students

1.3 Learning Resources	Met/ Requirement
A. A variety of books, materials and resources ensure a rich learning experience.	Met
B. Any educational technology is well maintained, available, and used to enhance students' learning.	Met
<p>The school has 15 classrooms equipped with either a computer and projector or IWB, and a large PSP suite. The Teachers' Room has a library of coursebooks, methodology, resource books, journals and online subscriptions to sites such as onestopenglish.</p> <p>(In the last few years subscriptions to IH Campus, Net Languages and GEL have not been renewed.)</p> <p>In the last year or so there has been a big project to move to MS Teams, and materials have been migrated over from the old shared drive to sharepoint. Teachers have access to a great deal of materials including in-house developed materials, audio files, and other downloadable resources. These are accessible from any classroom in the school for use in lessons.</p> <p>Some textbooks had been scanned and published, but due to copyright concerns these have been removed and the school is investigating the Cambridge One and GEL platforms.</p> <p>Students also have MS teams accounts, and they can access weekly plans, weekly formative assessments etc through this. This is an excellent transparent system.</p> <p>There are dedicated efforts towards getting students to take responsibility for their own learning, both in class and in particular through the PSP suite.</p> <p>Students in the PSP suite have access to course materials, and are supported by qualified teachers who are timetabled there for some hours each week. This means that students receive qualified help, not just general assistance from a "chattista". It may be their class teacher, or it may be another teacher, enabling students to benefit from different teaching strategies.</p> <p>There are also some novels, coursebooks, boardgames and DVDs in the PSP room for additional study resources. The PSP room is the learning resource hub for the school.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • The PSP suite and the fact that qualified teachers are timetabled to work there (as opposed to just academic support staff) • There are dedicated efforts towards getting students to take responsibility for their own learning 	

1.4 Welfare of Children and Young People	Met/ Requirement
A. There are procedures, policies and training in place to ensure the welfare of children and young people	M
<p>There is an exceptionally strong customer service culture at IH Newcastle and all staff, teachers, support staff and managers, show genuine concern for student’s welfare. Students in the focus group said they feel very much at home and very safe. They said it’s a very friendly school.</p> <p>All staff and teachers in the school are at least level 1 safeguarding trained. There are three people Level 3 trained, and two Level 2 trained. (One of the level 3 trained is the on-site coordinator for the Durham Junior Centre.</p> <p>There is a designated safeguarding lead, and two other staff who are also Level 3 safeguarding trained who can assist on a day to day basis. This information is clearly available to students and staff. There is a very clear safeguarding policy detailed in a comprehensive manual, with procedures for many eventualities. In the teacher’s recruitment checklist Safeguarding is the top section to ensure teachers have completed before starting at the school. This stresses the importance with which it is treated.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> The school has comprehensive policies and procedures for dealing with welfare and safeguarding issues. 	

1.5 Safety on Residential Courses and in Accommodation	Met/ Requirement
A. There are procedures, policies and training in place to ensure the safety of clients under 18 on residential courses	Met
B. Residential Accommodation (for any age student) meets national laws in regards to health and safety.	Met
<p>Safeguarding is particularly important for homestay hosts, and there is comprehensive coverage in the special handbook for Homestay hosts for young learners. This also includes information in cultural awareness, again emphasising the importance of welfare support across the whole person and throughout their entire stay. In this way they are promoting their entire mental and emotional wellbeing.</p> <p>Under 18s arriving must take school organised transport to their accommodation, they are not allowed to travel independently.</p> <p>All procedures were in place to ensure safety at the Durham residential course. Including training staff, appropriate staffing ratios, organisation and risk assessment of activities, curfews etc. Group leaders are responsible for roll call in the mornings and check in after curfew in the evenings. For trips and activities, the staff:student supervision ration is 1:10 for under 18s</p> <p>IH Newcastle has an excellent system for recording details about homestay accommodation, and matching student’s interests and requests. For example, recently a student requested a piano, and they</p>	

were able to be matched with a home with a piano. Or if a teenager is staying, care is taken to match them with a family with teenagers themselves. The minimum requirement in a homestay room is a lamp, desk, chair & wardrobe. There are rules, which are made clear to students in information prior to arrival and verbally on arrival.

To ease their introduction to the family, care is taken to introduce them and encourage communication before arrival. In the case of under 18s, they must have school arranged transport from the airport to their host family home (they cannot travel independently).

There is an undertaking that all homestays are less than 30 mins travel, (by accessible public transport) to school.

There is a host family welcome reception in June and November in the school, which is an opportunity for them to hear future plans of the school, and for the school thank them for their contribution to the wider school community.

There are also student flats. One example, in a large residence also used by Newcastle university students is very high quality. Flats of 5-6 separate rooms, each with en-suites, share a common kitchen and living area. They are appointed to a high standard and have excellent communal facilities such as a gym, games room etc. The building operator is accredited to the National Code of Standards for Larger Student Developments (signatories ANUK accreditation, The NUS, and unipal). Notices in each flat give 24 hour contact details for emergencies.

In allocating students to flats, care is taken to mix nationalities so they can learn about other cultures and nationalities. This is an explicit policy approach.

1.6 <i>Social Programme (for Study Abroad Schools only)</i>	Met/ Requirement
A. The social programme is sufficiently varied to meet the needs and interests of all students at the school	Met
<p>The Social Programme is varied and takes into consideration the interests of the students at the time. Although following a set schedule, the staff responsible listen to the requests and feedback from the students weekly and try their best to accommodate them (for example one student missed a stadium tour one week, so requested for it to be repeated and this was done). Student services staff are explicitly expected to be a visible face in the student’s lounge to make sure that students feel comfortable with voicing their suggestions and opinions.</p> <p>Standard fixtures are a free Welcome Party every Monday. Sometimes this is in a bar, or sometimes in a coffee house or other venue, to reflect the diversity of students attending. Both new and existing students are welcomed – and do attend - which is a good way to integrate all students.</p> <p>Events are listed on notice boards, on Teams, and staff tour classes on Mondays to get interest in signups.</p> <p>There are a range of paid events and excursions, from weeknight cinema trips, to longer weekend trips to York, Edinburgh etc. For these bigger trips a specialist tour company (Lundgren Tours) is used. These are very popular attested to by the number of students booking onto them. The staff:student ratio for trips for adults is 1:20</p>	

Strengths

- The IH Newcastle mission includes reference to a “stimulating and friendly atmosphere”, and the enthusiasm and gusto with which events are organised contributes to this. They are seen as an integral part of the overall learning experience, not just a tacked on after-thought.
- Social events are very well attended (some booking 30-40 people), attesting to the fact that they are hitting the right spot with the students.

2.0 Before enrolling we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview.

2.1 Needs Analysis and Placement Tests	Met/ Requirement
A. Student’s and clients needs and requests are listened to and guidance is good. Formal needs analysis is conducted for one off or bespoke courses.	Met
B. Placement tests are appropriate to the age and level of the student and include 4 skills, and written and oral elements (with relevant exceptions).	Met
<p>Placement tests on arrival include a written test of grammar and vocab, and a piece of writing and speaking test with the academic director or other senior teacher. Examples of these tests are included in the appendices of the teachers book.</p> <p>The writing test not only manages the timing and workflow of students through the morning, but allows them to write something about their hobbies which is given to student services to follow up on. Another example of excellent personalised service provided by the school.</p> <p>New students start class on Monday afternoon, with details for their teacher. If the student has been misplaced the teacher, or student, can raise this through their academic management hierarchy. There was no evidence of misplaced students in the class segments observed. However with this system of rolling enrolment there was natural variation of levels, of different skills, which the teachers seemed to be managing well.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • There are thorough placement procedures appropriate to the age and level of the students with very good support and guidance by suitably qualified academic managers. 	

3.0 You will be given clear and accurate information about all aspects of your course, examination or other service.

3.1 <i>Information</i>	Met/ Requirement
<p>A. Before enrolling a client, clear information is given or made available about the course. Detail is provided on:</p> <ul style="list-style-type: none"> a) exact minimum course length and dates; b) number of hours taught, and of hours for other activities; c) dates of closure and holidays; d) placement procedures; e) size and makeup of groups; f) any use of real classes for teaching practice purposes; g) assessment procedures, reporting, and certification h) the cost of tuition, accommodation, and of other services and materials the conditions of enrolment between the school and the client, and the rights of each party in the event of withdrawal or exclusion 	Met
<p>B. The IH Client Promise will be freely accessible to students – e.g. electronically, in handbooks & brochures, or on the wall</p>	Met
<p>There is very good and clear information on all aspects of the course, dates and the content of all the packages. The majority of students are booked through agents, so these partners are vital in the flow of information. The main office staff are very knowledgeable and can give clear information about studying at the school and the various specialist courses on offer. Some support staff are former students, and there are a number of nationalities among the staff body so can speak L1 with students where possible.</p> <p>Information on accommodation and social programme is very clear. Poster and noticeboards around the school are used to good effect.</p> <p>The IH Client and Staff Promises are displayed in English in several locations around the school and the client promise in very large A1 posters in classrooms. There is no doubt for students that they are the number 1 priority at the school.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • There is clear comprehensive and accurate information on all courses. • There is a proactive personalised touch to help ensure students know all that is going on 	

4.0 You will be taught by qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs.

4.1 <i>Teacher Qualifications</i>	Met/ Requirement
A. All teachers are appropriately qualified.	Met
B. All YL teachers have received training, with some preferably having a YL qualification.	Met
<p>All teachers have a minimum score of 100 on the IH Qualifications Credit Framework.</p> <p>As a teacher training centre, many of the teachers have achieved their CELTA with IH Newcastle and are employed to work there.</p> <p>The school also invests in long term teachers development, and there are a very good number of teachers with DELTA or nodules thereof.</p> <p>It is a definite strength that teachers are all contracted, either permanent or on (summer) fixed term contracts. There are no freelancers. This is an investment in the teaching body, and is borne out in the quality of teaching in evidence.</p> <p>Many of the summer teachers are from IH community schools and return each year, and are hence experienced with the systems in the school. The school can also be confident of their teaching ability.</p> <p>Teachers at the Durham Summer school were experienced with YL programmes at IH community schools (One had even written the YL Summer Programme for a large IH school in Spain).</p> <p>YL teachers tend to come from abroad and have had experience of teaching YLs or hold a PGCE.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • It is a definite strength that teachers are all contracted, either permanent or on (summer) fixed term contracts. There are no freelancers. This is an investment in the teaching body, and is borne out in the quality of teaching in evidence. • Many summer teachers return each year, adding to continuity and confidence in the quality of learning experiences. 	

5.0 Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience.

5.1 Leadership and Management	Met/ Requirement
A. There is a clear management structure, with senior managers who are accessible and communicate well. The school operates with a high standard of professional conduct.	Met
B. Communication around the school is positive and effective, and senior managers provide clear guidance on the philosophy of the school	Met
C. There are good student records systems which are used to enhance the student experience	Met

The school has a clear management structure with skilled educational managers. There are 3 Directors (and co-owners), the Managing Director Marketing and Executive Director and the Academic Director, who are responsible for taking major decisions. All Directors work within the school and are available for consultation as required.

Strategic planning is a clear strength of the school. There is a strategy document with a clear guiding principle “Building the best possible student experience through managing a dynamic and meritocratic organisation with fairness and with fear or favour”. This details responsibilities in academic, and administrative, welfare and enrolments areas. It has current and five year targets, a SWOT, a 7S analysis, and details how the voice of the student has been listened to and acted upon. It also includes an analysis of fluctuations in exchange rates in the school’s major markets.

This is underpinned by a team and personality analysis for the school, how and why the corporate personality traits of Certainty, Fun, Singularity and Connection are evidenced and achieved.

The culture of the school is both learner focused and staff focused. It was clear that directors believed that when staff are treated well they will treat students well.

There are Quarterly full staff meetings led by the director, and recently there was an (anonymous) staff satisfaction survey.

Communication to the whole staff body is through a variety of routes:

- Mini-meetings every Friday. These are news of what’s taken place during the week and what’s coming up. They are held at two different time slots to accommodate all staff and a follow-up email with minutes is sent.
- Quarterly all-staff meetings. These include all staff including the cleaners. This is essentially a sharing of all key information and updates, and tends to have somewhat of “ party feel to it” to add to the overall sense of inclusion.
- Appraisals. These are held annually and is an opportunity for two-way feedback. These are conducted by a combination of the MD and AD or the MD and MktgD.
- On a daily informal basis.

There is a culture of charitable and corporate social responsibility, with fundraising for example for the Turkish earthquake appeal, giving donations, and working with refugees locally as students for teaching practice lessons.

Strengths

- There is a very strong culture of customer centeredness, supporting every student and staff member to have the best experience they can have. This is in the day to day. The mission statement, and in the statement of corporate personality.
- This educational ethos really is felt by staff and students.

5.2 Quality Improvement	Met/ Requirement
A. The school acts on inspection feedback and reviews its policies and operations with the objective of continuing improvement.	Met
<p>As evidenced by the extensive planning and documents, strategy plan, etc, it is clear that the school is always striving to improve.</p> <p>Recent investigation into new online course materials (for example Cambridge One and GEL) attest to that.</p> <p>On a day to day level, students are always being listened to. There is a systematic method to ensure student feedback (formal and informal) is followed up upon.</p> <p>The regularly works on improving aspects of its services as a result of its own assessment. There are a long list of on-going projects and developments the school has already completed that demonstrate the culture of continuous improvement.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • The school is a member of international, and national quality organisations which provide a stamp of quality whilst also providing ideas and suggestions for improvement. 	

6.0 Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve.

6.1 Receiving Advice	Met/ Requirement
A. There are opportunities for getting advice about how to progress on the course, for example tutorials, parents evenings, drop in advice sessions, teacher support in the self-access centre.	Met
B. Admin and support staff are effectively involved in providing advice throughout the whole client journey.	Met
<p>There is formative testing for all students weekly, with the results input into teams, and available for students to see. They can then discuss with their teacher, or if they want advice about moving level with the academic director.</p> <p>This quick and regular assessment of progress (academic and motivational) and visibility of results is exceptional.</p> <p>Academic advice is available to student by trained teachers in the PSP suite.</p> <p>The Academic Director is very available to students in the corridors and Reception. Administrative, social programme and accommodation staff are also on hand to support with any other aspects of living in Newcastle that students might require.</p> <p>There are tutorials for longer term students (anybody staying longer than 4 weeks), which are an for the students to express any concerns and for a member of academic management help their progress. They are mailed a preparation form to gather information on their course, PSP, learning strategies and grades, the social programme, their accommodation and whether or not they are interested in taking an exam in English.</p>	

6.2 Progress, End of Course Testing & Reports	Met/ Requirement
A. There is regular assessment of student’s progress (continuous and/or summative) and students have an opportunity to discuss with their teachers the results of progress tests.	Met
B. If students are given end of course certificates they are accurate, dated, and reference IH or CEFR levels.	Met
C. Students are given reports, when appropriate, which accurately summarise their progress	Met
<p>As mentioned above, there is formative testing of students weekly. As befits the rolling curriculum, with students staying anything from a couple of weeks to a year there is no formal summative testing. If a student is ready to move to the next level, the usual procedure is for the class teacher and PSP teacher/s to monitor students and recommend when they are ready.</p>	

As correct for the style of student study, end of course certificates are recording the course they have been studying. So they correctly refer to “has followed a course of xx hours leading to level xx”. They are not summative certificates of achievement.

Certificates are dated and signed, and well branded. On the back is a personalised report with qualitative and quantitative comments.

For students on company sponsored programmes (for example the embassy sponsored Saudi students), their company receives a report.

On their last day with the school, there is a “graduation ceremony” in the student lounge which is a fun congratulatory event, and where students are presented with their leaving certificate.

(For students enrolled on exam courses, predominantly IELTS and Cambridge, they have a clear route to those external exams.)

Strengths

- Weekly formative testing and visibility of results is excellent, supporting students in their own learning.
- The hoopla of the Friday graduation ceremony is a lovely touch.

7.0 You will be encouraged to give us feedback so we can improve while you are still studying with us.

7.1 Feedback	Met/ Requirement
A. Student and client feedback is collected systematically and at appropriate time intervals during a course, and it is acted upon.	Met
<p>There are a variety of different feedback mechanisms in place. I would describe the most significant as proactively informal, i.e. what may appear an informal chat to a member of staff is ticketed in the CRM system and formally followed up on. Tutorials are also used to gather this feedback and it is followed up on</p> <p>There are formal surveys at the end of the first week and the end of the course.</p> <p>The Academic Director also keeps a record of feedback received and action taken.</p> <p>Agents are an important channel partner, and one result of actioning feedback is to ensure SA advisers have more timely information in order to aid information transfer to the agents.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> The formalised informal feedback is a strength of , and demonstration of, the customer service ethos 	

7.2 Complaints	Met/ Requirement
A. Students know who to go to if they have a serious or minor complaint, and staff know how to respond to this.	Met
<p>The complaints procedure is displayed on various noticeboards around the school and there is a clear complaints procedure in Student Guide.</p> <p>Students are encouraged to talk to student services if they have any issues, however small, as there is likely to be a member of staff there who speaks their language. Students in the focus group attested to the fact that the school is very quick and effective in providing support or resolving issues.</p>	

8.0 Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.

8.1 Promoting Diversity and Equality	Met/ Requirement
A. There is no evidence of discrimination in in the school, or in any publicity or documents	Met
B. Every student is treated fairly. There is no tolerance of bullying, and there are behaviour rules where appropriate (e.g. for YLs)	Met
<p>There is a good nationality mix amongst the student body, and the school takes steps to help them to integrate. (In terms of accommodation, social activities, and in class.)</p> <p>There is a code of conduct for under 18 students at the Durham residential centre.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> The school is particularly strong at promoting diversity in many ways. 	

1.0 You will have a good, safe, working environment and the resources to do your job well.

1.1 <i>Premises and Staffroom</i>	Met/ Requirement
A. Premises are clean, in a good standard of decoration and repair are generally of high quality.	Met
B. Classrooms are well heated, lit and ventilated, and without noise pollution.	Met
C. There is a good space where teachers can plan lessons and share topics with each other.	Met
D. There are sufficient photocopiers, printers, computers etc for staff to be able to prepare good lessons.	Met
<p>On the street front the premises are clearly signed, and include the strapline “Bringing the world together”. From the moment you arrive the scene is set!</p> <p>Throughout the building is very clean, and well maintained. A member of staff does a sweep of the building every morning, making sure emergency exits have not been locked, everything is where it should be, and a welcoming track of music is playing in the student lounge.</p> <p>Classrooms are a good size, with desks and chairs, a teachers desk with computer and chair. There are signs and relevant notices on boards, and emergency evacuation notices in each class. All classrooms had large windows, naturally ventilated, and with a new air conditioning system being installed. The school is from the first floor up, and street noise levels were not particularly noticeable.</p> <p>Two student centered areas are the student lounge on the first floor and the PSP suite on the top floor. The student lounge is a large area with free tea and coffee facilities, kitchenette with microwave, noticeboards. And casual seating and tables and football tables. There is a large screen for watching TV/films. This is freely used by students through the day, and is used for the Friday graduation ceremony for departing students.</p> <p>The PSP suite is a computer suite used for studying with dedicated members of staff. There are appropriate online and physical resources there.</p> <p>Staff benefit from a large staffroom, where there were a variety of resource books available. Senior teachers and DOSes share the same room, with the Academic Director adjacent.</p> <p>All computer facilities, whiteboards, smartboards were well maintained, with teachers in the focus groups confirming good availability of whatever resources they requested.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> The premises demonstrate care taken by the school to provide a great space within which to deliver its services. 	

1.2 <i>Safety</i>	Met/ Requirement
A. The building is safe.	Met
B. There are emergency and evacuation procedures, and appropriate practice drills	Met
C. There are enough staff trained in first aid.	Met

The building is safe. Emergency evacuation procedures are visible in every classroom, and fire warden vests for teachers to don are on coat-hooks in each classroom. There is a documented building risk assessment, documented fire risk assessment and school emergency management plan. The fire alarms are tested weekly, and there is a full test evacuation six monthly.

In teacher's induction checklist an explicit point is to be familiar with the emergency evacuation procedure, signifying the importance with which the school's management systems place this.

There are trained first aiders, and notices throughout the corridors giving their names so all staff and students are aware. There are stocked first aid kits in the teachers room and the main office.

The school are taking more responsibility for the environment. Paper cups have been removed from the student lounge, marketing collateral has been reduced, waste is recycled where possible, IT equipment goes to a certified equipment recycling centre and new air heat source system is being installed. The school is investigating green accreditation schemes such as Green Standard Schools.

Strengths

- The school is assiduous when it comes to meeting and exceeding all Health and Safety requirements.

2.0 You will have a job description so you can contribute to a high quality student learning experience.

2.1 <i>Recruitment and Induction</i>	Met/ Requirement
A. During recruitment and induction, the job role, expectations of working in the school, and guidance on cultural issues are made very clear. This is appropriately documented.	Met
B. Guidance is provided on getting a visa, travel, accommodation and registering for tax, healthcare etc.	Met
C. The IH staff promise is readily available to staff – electronically, in a staff handbook, or on the wall in the staffroom.	Met
<p>The recruitment and induction procedure are comprehensive. There is a comprehensive documented recruitment policy detailing the procedure, data protection, applicant information pack, safeguarding, selection decision makers, checking references etc.)</p> <p>The onboarding procedure consists of level 1 safeguarding training, DBS checks, intro to the weekly workplans and registers, then further academic topics. An Induction group on Teams gives school information in a phased way, with policies being introduced gradually as it's felt to be too much all in one go.</p> <p>Teachers in the focus group agreed the induction was all very well explained.</p> <p>The very detailed staff handbook is a comprehensive.</p> <p>There are observations of new teachers in the first week or so, followed by the usual pop-ins every Thursday.</p> <p>The school is rigorous and thorough about recruiting the right people, not only with the right qualifications but who share the same values and personality as the school. The wider IH network is invaluable, and there were a number of summer teachers from other IH schools around the world who were on temporary summer contracts.</p> <p>There are a good proportion of senior teachers and DOS to teachers, so are available for support and assistance.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> There is a particularly innovative and thorough induction for new teachers. 	

2.2 Job Descriptions	Met/ Requirement
A. Written job descriptions exist for all staff roles	M
B. Staff are fully aware of their job description, and it matches what they actually do.	M
<p>All staff have a job description.</p> <p>In the teachers handbook there are sample job descriptions for the Academic director, Director of Studies, Head of Teacher Training, Teacher Trainer, Senior Teacher, Teacher, Exams coordinator, PSP coordinator. Non academic staff also have clear job descriptions.</p> <p>There is an organisation chart which clearly shows responsibilities. Staff in the focus group were happy with the clarity of their role description.</p>	

3.0 You will be given feedback on how you perform in your job, and you may be given further training, so you can contribute to improving the student learning experience.

3.1 Annual Appraisals or Reviews	Met/ Requirement
A. All staff have, at least annually, a documented review, appraisal or PDI	Met
<p>All staff both academic and administrative have an annual appraisal. This is conducted one to one with the Academic Director and Director (for academic roles) and the Marketing Director and Director for all other roles. Academic staff tend to have theirs in early Spring, support staff in Autumn.</p> <p>For academic staff, this includes feedback from observations.</p> <p>Staff complete their own self evaluation, and an action plan is agreed. The PDI is conducted as a two way chat, where the school also hopes to gather useful feedback.</p>	

3.2 Training	Met/ Requirement
B. Staff training is targeted where it benefits the student and their learning experience, and or the individual needs of staff.	Met
<p>It has always been a policy of the school to attend conferences and other training where appropriate. Although this has been constrained by finances in recent years, the outlook is improved and teachers are being supported with their formal training again. Senior staff in the feedback meetings reported that they felt that their interests and skills were taken account of.</p>	

4.0 You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job.

4.1 <i>School Managers</i>	Met/ Requirement
A. Managers provide day to day guidance to staff, advising and supporting them in their job.	Met
<p>Managers in the school are very clearly there to support staff in delivering great client experiences and learning opportunities.</p> <p>The managing director clearly believes in giving staff certainty and a human connection, with a but if fun sprinkled in where possible.</p> <p>Managers were visible and open, with obvious open door policies.</p> <p>Quarterly “state of the nation” meetings were held to bring staff together and share priorities of the company. And the annual Christmas party is a way to say thank you to the staff team.</p>	

4.2 <i>Academic Managers</i>	Met/ Requirement
A. An experienced academic manager is employed, who is qualified to a level higher than teaching staff (e.g. MA or DELTA)	Met
B. The DOS / ADOS / Senior Teachers provide help to teachers and trainers on a day to day basis at all school sites.	Met
C. The DOS / ADOS / Senior Teachers have time available for these management duties.	Met
<p>The Academic Director (and part owner) has been with the school since 1998. Her great experience with the school, the student body, and teachers is a fantastic asset.</p> <p>There are two DOS, a head of teacher training, and two senior teachers. This wealth of knowledge from qualified and experienced staff is fantastic for teachers. In the staff focus group they commented how useful the academic management team were.</p> <p>Teachers reported that they valued the weekly info meetings.</p> <p>Strengths</p> <ul style="list-style-type: none"> There is exceptional support for all staff from the academic management team. 	

5.0 Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice.

5.1 <i>Professional Development for Academic Staff</i>	Met/ Requirement
<p>A. All academic staff have regular continuing professional development (CPD). (CPD can be a combination of seminar attendance at school, formal courses, personal research, giving seminars or attending conferences.)</p>	Met
<p>There is a strong culture of CPD and sessions are held once every two weeks at two repeating times (3pm and 5pm) to maximise attendance. Materials are made available on Teams afterwards, and registers are taken. It is in expectation in staff contracts that they should attend. In Autumn 2023 better camera and recording equipment is being purchased so this will open up the possibility of recording these sessions.</p> <p>Teachers are also encouraged to give CPD sessions if appropriate.</p> <p>Teachers reported them as useful.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> Teachers can contribute their specialist research in CPD sessions. 	

5.2 <i>Lesson Observations</i>	Met/ Requirement
<p>A. Teachers and trainers are observed at least once a year, with written feedback. New, or weaker teachers are observed more frequently, especially in their first months</p>	Met
<p>The Academic director usually conducts pop in observations each Thursday. This is both to see the teacher, and be familiar enough with the progress of the group to field questions about students moving up.</p> <p>There is a template for these pop-in observations. They are intended to be developmental to support the teachers, and include areas for observation such as rapport, giving instructions and language use, pace & timing, learning strategies, feedback and error correction and more. A very comprehensive observation structure.</p> <p>The same structure is used for full observations, which happen twice a year in Spring and Autumn. These are used to feed into the PDI annual performance review.</p> <p>Follow up observations may happen following student feedback (e.g. if they feel that there is not enough speaking practice in the class.)</p> <p>A culture of peer observations is also encouraged, with a senior member of staff covering a session if needed. New recording equipment to be purchased in autumn 2023 will allow for self observations as well.</p>	

Strengths

- The number and variety of types of observation is impressive.
- Observation is used extensively and frequently as a tool to improve teaching.

6.0 You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness etc

6.1 <i>Legal Employment and Written Contract</i>	Met/ Requirement
A. All staff have relevant work visas, and all local employment laws, taxation and social security rules are adhered to.	Met
B. All staff will have a written contract, signed by both parties within 15 days of the start of employment.	Met
C. Staff discipline and grievance procedures are available either in contracts, staff handbooks, or via other HR policies and procedures.	Met
<p>All staff are employed with a contract. They have generous terms including 30 days holiday.</p> <p>Staff employment policies are outlined in the Teachers Handbook, including grievance and discipline, policies on managing stress, confidentiality policy etc</p>	

6.2 <i>Fair Terms and Conditions</i>	Met/ Requirement
A. All staff are treated fairly in terms of sick leave, maternity, paternity etc.	M
B. All staff have at least 20 days paid annual leave	M
C. Teachers teach no more than 120 hours in any 4 week period (30 hours/week average)	M
<p>All staff terms and conditions including the above are all very clearly laid out in the staff handbook. All teachers are contracted, either permanently or on fixed term contracts for summer teachers.</p> <p>Teaching hours are generally 20 hours in the class, and 5 hours of PSP.</p> <p>The school had to take some difficult decisions regarding staffing during the pandemic, but they feel that the investment in teachers they could keep during that time is paying off.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • The high level of staff retention, and returning summer teachers • The relatively high proportion of permanent staff for a Study Abroad school. 	

7.0 Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.

7.1 Promoting Diversity	Met/ Requirement
A. There is no evidence of discrimination in publicity, recruitment processes, job ads, internal communications, etc	Met
The school is a multicultural space, and respect for all is embedded into the culture.	

Member Commitment to IHWO and the Network

1.0 <i>IH Branding and Conference Attendance</i>	Met/ Requirement
A. The school fully utilises International House branding in full compliance with the Affiliation Agreement and Brand Manual.	Met
B. School representatives attend the Director’s and Academic conferences	Met
<p>IH Newcastle is an IH school to its core. It is an exemplar in all ways.</p> <p>All senior staff are involved in IH events where possible.</p> <p>Regarding its care for the environment, the school has moved away from paper cups in the student lounge, takes less materials to marketing fairs, uses a company to recycle old IT equipment. It is in the process of installing a new air heat source heating and air con system which should reduce electricity consumption. The team are considering green accreditation schemes in the coming year.</p>	
<p>Strengths</p> <ul style="list-style-type: none"> IH Newcastle is an IH school to its core. It is an exemplar in all ways. 	

Appendix A

Day 1 25 July			
Time	Action	Staff involved (Job Title)	Inspectors [initials]
8.30-8.50	Arrival at school, tour of premises, greet staff	Managing Director and other staff as available	SS, BW
8.50-9.30	Review inspection timetable, any changes etc. Administrative arrangements re host families etc.	Managing Director, Academic Director Executive Director	SS, BW
9.30-11.00	Class observation 1	Teachers (early shift)	SS, BW
11.00-11.45	Meeting- Section A, Institutional Management and Governance I: Categories 1 Management & Administration Cat. 4 Communication with Students	Managing Director; Executive Director; Academic Director	SS, BW
11.45- 12.00	Inspector Meeting (Standardisation of class observations discussion)		
1200-13.00	Class observation 2	Teachers (late shift)	SS, BW
13.00-14.00	Inspector lunch / Inspector meeting		
14.00-15.00	SectionB Ac Management I Categories 5 Course Design & Supporting Systems (incl. Weekly Work Plans); Category 7 Assessment (progress & summative), (induction, training and standardisation); Category 8 Academic Resources: Teaching & learning Materials, Regular reviews, Budgeting arrangements	Academic Director, Director of Studies	SS, BW
15.00-16.00	Class observation 3	Teachers (late shift)	SS, BW
16.00-17.00	Meeting- Section A, Institutional Management and Governance II: Category 2 QA Cat. 3 Communication with Staff Category 10 Staff Performance Reviews & CPD Cat. 11 Staff Terms and Conditions	Managing Director, Academic Director, Executive Director Operations & Compliance (for Category 2)	SS, BW
17.00-18.00	Meeting – Ac. Management II Categories 5 Course Design Processes & Supporting Systems (incl. Weekly Work Plans). Online and offline Inspection of Academic Resources for Teaching and Learning: Inspection of documentation /relevant links to institution’s intranet. Any relevant induction / training/support documentation not included in advance documents on Course Design, Creating Workplans, PSPs, Materials etc.	Senior Teachers	SS, BW

Day 2 26 July			
Time	Action	Staff involved (Title)	Inspectors [initials]
8.30-9.00	Arrival at school, Review inspection timetable for Day 2, any changes etc.		
9.00-10.00	Meeting - Ac Management III: Category 10 Standards 10.1, 10.2, 10.3 as they relate to Academic Staff 10.4 CPD Framework, Developmental class observation, Internal training and development programme, external training opportunities / support	Academic Director, Director of Studies	
10.00-10.30	Teacher Focus Group Meeting I	Teachers (late shift)	SS, BW
10.30-11.00	Class observation 4	Teachers (early shift)	SS, BW
11.00-11.30	Phone calls to home-stay providers	Home stay providers	SS
11.00-11.30	Inspection of residences / apartments	Accommodation coordinator	BW
11.30-12.00	Inspector meeting / inspection of documentation, incl.: - - Meetings: Recent agendas & minutes and/or action plans - Any risk assessments for social programme - Client feedback, resulting action plans etc. - Lesson observation records, resulting action plans etc. - Professional Development Review records		
12.00-12.30	Teacher focus group meeting II	Teachers (early shift)	SS, BW
12.30-1.00	Inspection of documentation cont.		
1.00-1.30	Student focus group meeting	Students	SS, BW
1.30-2.15	Inspector lunch		
2.15-3.15	Meeting (in situ – e.g. general office and/or accommodation office) Category 9 Customer Services: Reception, information, advice, welfare etc, enrolments, accommodation, social programme	Admin. Supervisor, Enrolment & Accommod. Coord. / Administrator, Social Progr. & Client Services Coordinator, Group Administrator (if available)	SS, BW
3.15-3.45	Inspection of documentation cont. / Preparation of Final Meeting with Management		SS
3.15-3.45	Category 12 Learning Environment: Inspection of Premises, Health & Safety, Sustainability / Recycling etc.,	Paulo Castro Santos in new role	BW

Appendices

	Signage, Noticeboards, Equals Guarantees displayed etc.		
3.45-5.30	Inspector meeting, preparation of Final Meeting with Management	Flexislot-MD & AD-available	
5.30-6.30	Final Meeting with Management	Managing Director, Executive Director, Academic Director, Operations & Compliance	SS, BW

Thursday 27 th July	Durham Young Learner Centre		
10:30- 2pm	Meet Coordinator, tour of accommodation and premises, and pop into two classes		BW