

School inspection report

30 April to 2 May 2025

Newcastle School for Boys

The Grove

Gosforth

Newcastle Upon Tyne

NE3 1NH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The governors and senior leaders do not maintain thorough oversight of the school's health and safety procedures, fire safety or management of risk. Leaders do not consistently demonstrate the required knowledge and skills to implement all school policies fully. As a result, the school does not meet all the Standards.
2. Staff meet regularly to share information about pupils which means they have a thorough knowledge and understanding of the pupils they teach. As a result, pupils' emotional wellbeing is supported consistently well.
3. Leaders maintain an inclusive and respectful school community. Pupils understand the school's aim to develop the values of independence, resilience and integrity through the well-established 'character compass' which identifies key attributes to be developed.
4. Leaders provide useful and detailed information for parents on the school's website, including a range of clear policies. At the start of the inspection, the attendance champion was incorrectly recorded on the attendance policy. This was rectified during the inspection.
5. Leaders implement a well-planned curriculum, including a varied programme of extra-curricular activities. Pupils are provided with effective opportunities to develop new skills and to widen their knowledge and understanding.
6. Teachers have secure subject knowledge. They use this to plan stimulating and effective lessons. Pupils engage well with their learning so that they make good progress. They are prepared well for the next stage of their education.
7. The school teaches an effective personal, social, health and economic (PSHE) education curriculum which includes an appropriate relationships and sex and education (RSE) programme. As a result, pupils learn how to form supportive and inclusive relationships and lead balanced and healthy lifestyles.
8. Pupils are supervised effectively during breaktimes and at lunch. Staff maintain appropriate ratios in the early years. However, there is insufficient oversight to ensure that procedures for pupils in the sixth form to sign in and out are being adhered to consistently.
9. The premises are generally fit for purpose and suitably maintained. However, a number of toilets for use by pupils in the sixth form are not being maintained to an appropriate standard of repair or cleanliness.
10. Pupils seek opportunities to hold positions of responsibility and to contribute positively to the lives of other people. The school provides a range of leadership roles such as prefects and sports captains. Pupils join the voluntary service club and provide help and support to the school and local community.
11. Leaders in the early years plan a varied and stimulating curriculum. Children learn through a carefully planned programme of activities and lessons. They respond well to their learning opportunities and develop self-esteem and confidence. Children are prepared well for the transition to Year 1.

12. Leaders maintain a robust safeguarding culture throughout the school. Staff are trained well and demonstrate a confident and competent understanding of the school's safeguarding practices and procedures. The school maintains a thorough approach to safer recruitment.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- risks are identified, mitigated and managed effectively
- the health and safety policy is fully implemented
- fire safety is prioritised to promote the welfare of pupils.

Recommended next steps

Leaders should:

- ensure that the attendance policy is updated in a timely manner so that the attendance champion is correctly identified
- ensure that procedures for pupils in the sixth form to sign in and out are monitored consistently
- ensure that standards of cleanliness and maintenance are monitored consistently across the senior school site.

Section 1: Leadership and management, and governance

13. The governors and school leaders do not ensure that all the Standards are met. The health and safety policy is not implemented fully. Fire safety is not prioritised so that pupils' wellbeing is actively promoted. Risks are not consistently identified, mitigated and managed effectively. Leaders do not have the required skills and knowledge to fully implement school policies or to provide continuous and effective oversight and evaluation of the school's provision.
14. Leaders do not identify, mitigate or manage risks well. Staff are not trained to write or evaluate risk assessments. Risk assessments for off-site trips are not routinely evaluated. The risk assessments for design and technology machinery are inadequate. Leaders have not considered risks relating to the sixth-form building, for example failing to fit restrictors to second floor windows. Recommendations from an external fire audit are overlooked, such as continuing to use wedges to prop open fire doors. Leaders do not take suitable actions in relation to the management of risk so that pupils' wellbeing is promoted.
15. In other areas of the school's provision, leaders implement effective strategies so that pupils' wellbeing is supported well. Leaders promote the school's aims of resilience, integrity and character effectively. Pupils have a clear and thorough knowledge of the school's 'character compass'. This informs and supports their understanding so that they develop attributes such as responsibility, empathy and respectfulness. As a result, pupils are prepared well for the next stage of their education.
16. The school builds constructive and timely partnerships with external agencies. For example, representatives from local universities attend school and provide guidance to pupils about mental health and resilience. An external counselling organisation regularly visits the school so that pupils can seek additional support and guidance, if required. As a result, the emotional wellbeing of pupils is effectively, compassionately and consistently promoted.
17. Leaders consult well with staff, parents and pupils and consider their views when revising and improving school provision. For example, leaders have changed and adapted the extra-curricular programme following consultations. This means that pupils are encouraged to engage with new opportunities and to develop their interests and skills. Leaders have implemented effective systems for pupils in the junior school to regularly feed back on new topics in their work. This informs planning and ensures that the curriculum remains suitable for pupils.
18. Parents are provided with a range of useful information, mainly through the school's website. Parents receive appropriate written reports so that they understand the progress their child is making. When the inspection commenced, the attendance policy contained misinformation relating to the attendance champion. This was rectified during the inspection.
19. Leaders implement an appropriate complaints policy which outlines suitable timescales and a three-stage complaints procedure. Leaders respond to informal complaints courteously and quickly so that most concerns are resolved at the informal stage of the process. Leaders respond to any formal complaints which are raised in a timely manner. Detailed and clear records are maintained, including of any actions taken.
20. Leaders in the early years meet with staff and parents regularly so that children's individual needs are clearly understood and supported. Staff receive effective training so that children's academic

and pastoral needs continue to be supported effectively. Children receive a stimulating and positive education which develops their independence and confidence.

21. Leaders fulfil their responsibilities under the Equality Act 2010. They maintain a suitable accessibility plan so that the school's provision remains accessible to pupils. Pupils who have special educational needs and/or disabilities (SEND) are supported by well-qualified staff. This support includes making reasonable adjustments so that pupils can access the curriculum effectively. The school correctly consults with the local authority about any financial arrangements relating to pupils who have an education, health and care (EHC) plan.

The extent to which the school meets Standards relating to leadership and management, and governance

22. The Standards are not met consistently in relation to leadership, management and governance or to the identification, mitigation and management of risk.

23. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

24. The school implements a varied curriculum which covers all the required areas of learning. Pupils in the sixth form, for example, choose to study from a broad range of subjects such as psychology, further mathematics or theatre studies and from a range of vocational courses including applied business. Leaders monitor the curriculum through consultations, performance management and by visiting lessons. As a result, the curriculum is suitable for pupils' ages and aptitudes. Pupils develop skills, widen understanding and are prepared well for the next stage of their education.
25. Teachers have secure subject knowledge and use this to plan interesting lessons. In mathematics, for example, teachers set high expectations when pupils in the junior school work on dual bar charts and ask probing questions so that pupils extend their thinking about data analysis. In English, competent teaching enables pupils to explore characterisation and symbolism in selected GCSE texts. English teaching is adapted so that pupils' individual needs are supported. Those with higher prior attainment are challenged to complete detailed literary responses using complex sentence structures. Pupils who require further guidance are provided with structured resources which support their understanding effectively. Senior pupils are taught focused revision strategies. Teachers identify and prioritise topics for revision, such as electrolysis, and develop pupils' skills so that they can interpret and answer exam questions confidently. As a result of effective teaching, pupils throughout the school make good progress.
26. Pupils demonstrate a responsible and diligent approach to their learning. They work well collaboratively, such as when using their well-developed digital knowledge to prepare presentations in history. This helps pupils to improve their speaking and presenting skills. In art, pupils listen attentively to their teacher and combine resources carefully. They develop, for example, their skills in blending colours, shading and using proportion accurately. Pupils respond well to additional targets set by teachers which deepen their knowledge and understanding.
27. Leaders implement a suitable assessment framework which informs teachers about pupils' progress. The school maintains an appropriate schedule of written reports and parents' meetings so that parents understand the progress their child is making. Teachers in the early years, for example, monitor and assess children's attainment regularly and share each child's progress with their parents. Leaders make effective use of assessment data and adapt the school's academic provision so that pupils' needs continue to be met well. For example, teachers offer lunchtime clinics for pupils who want to seek additional support. Pupils typically achieve well in GCSE and A-level examinations and, throughout the school, pupils make good progress in their work.
28. The school provides pupils who have SEND with comprehensive support. At the beginning of each academic year, staff receive specific training so that they continue to teach pupils who have SEND effectively. Those who have SEND help to write their own 'pupil passport' so that teachers know the topics they find difficult. Teachers then plan carefully to support further consolidation of these topics and implement adapted teaching strategies to help individual pupils carefully and consistently. As a result, pupils who have SEND make good progress.
29. Leaders provide effective and ongoing support for pupils who speak English as an additional language (EAL). Teachers with specific EAL qualifications support pupils' language needs consistently well. Teachers help pupils who speak EAL by adapting resources, such as providing suitable English

texts and providing additional vocabulary banks. As a result of the school's careful approach, pupils who speak EAL make good progress and achieve well in assessments and national examinations.

30. Leaders in the early years provide children with well-planned opportunities to develop their understanding and use of language. Nursery children sound out numbers shown as words, for example, and use their fingers to express the value of the number. This supports children's understanding of the sounds made by letters and consolidates their mathematical understanding. Children practise writing letters on whiteboards and combine the letters they have practised to write words. Teachers share books with children and ask thoughtful questions so that pupils learn to listen and answer carefully. As a result, children develop a confident understanding of language.
31. Leaders implement a varied programme of extra-curricular activities which run at different times of the school day. In cricket, pupils develop specific skills in bowling and batting and practise fielding techniques. In a science, technology, engineering and mathematics (STEM) club, pupils predict, explore and discuss changing patterns when colours are re-arranged. In a music club, pupils form a band and learn about chord progression and the art of accompaniment. Pupils participate enthusiastically in the extra-curricular programme so that they learn new skills and knowledge.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 32. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders do not prioritise all aspects of fire safety in the senior school. Several fire doors were found to be wedged open. In the sixth-form building, fire evacuation routes are not clearly marked, and fire notices contain confusing misinformation relating to fire evacuation routes. As a result, the risk to pupils is increased.
34. The health and safety policy is not followed consistently in the senior school. Leaders do not implement a systematic approach to identifying, responding to and recording health and safety concerns. Cleaning chemicals are not always stored securely. Emergency action plans are not written, rehearsed, ratified or reviewed which contravenes the school's health and safety policy. As a result, pupils' safety and wellbeing is not promoted effectively.
35. The sites accommodating pupils in the prep school and early years are maintained appropriately. Health and safety procedures are being followed appropriately in the early years and prep school settings.
36. Current systems for ensuring that all pupils in the sixth form sign in and out of the building are not sufficiently robust. Supervision is appropriate during breaktimes and at lunch. Appropriate staff ratios are maintained in the early years.
37. Leaders promote pupils' mental health and emotional wellbeing effectively. Staff know the pupils well and respond carefully to their individual needs. Leaders maintain a respectful, kind and inclusive school community. As a result, pupils feel well supported so that they approach their education with self-esteem and confidence.
38. Pupils develop an understanding of spirituality through religious education lessons, assemblies and the wider curriculum. For instance, pupils study many of the major world religions such as Islam and Judaism. Pupils visit a Buddhist community and learn about their traditions. Leaders present assemblies on Muslim religious practices so that the school community understands and supports those who observe Ramadan.
39. Leaders implement a well-planned PSHE programme. Younger pupils, for example, learn about the advantages of healthy eating and regular sleep. Older pupils are taught about substance misuse, managing their emotional responses and using social media responsibly. The school teaches pupils about aspects of safety effectively. Pupils in the junior school, for example, are taught about medical emergencies and learn how to perform cardiopulmonary resuscitation. As a result, pupils learn the importance of making informed and sensible decisions about their own personal safety.
40. Leaders plan and deliver a suitable RSE programme. Junior pupils learn how to communicate with others in an inclusive and respectful manner. Older pupils learn about consent and coercion so that they build and maintain warm and supportive relationships. The RSE curriculum teaches topics such as gender identity, homophobia and sexism so that pupils learn the importance of acceptance, tolerance and individual choice.
41. Leaders manage pupils' behaviour effectively. Positive behaviour is reinforced through well-developed systems. In the junior school, pupils' responsible behaviour is rewarded with an invitation

to sit at the 'top table' at lunchtime. Throughout the school, pupils' actions are acknowledged and rewarded at weekly celebration assemblies. Detailed behaviour records are maintained and analysed carefully so that any patterns or trends are identified. As a result, pupils typically behave well and respectfully at the school.

42. The school maintains an effective anti-bullying strategy which is delivered through assemblies, PSHE lessons and an anti-bullying week. This means that incidents of bullying are rare. When bullying occurs, leaders deal with it appropriately and support those who are involved carefully. Leaders maintain clear and detailed records of any bullying, including of any actions taken.
43. Leaders provide effective opportunities for pupils to develop their physical and mental health through the physical education (PE) programme. Pupils are taught specific skills in a range of sports which they use in competitive matches. In PE lessons, pupils learn about muscle strengthening, agility and co-ordination. Pupils learn the values of sportsmanship, such as respecting the rules of the sport and showing empathy towards the opposition.
44. Leaders in the early years plan a stimulating and varied programme of lessons and activities. Children participate in extra-curricular arts and crafts clubs. They sing songs to learn and reinforce the months of the year. Children build imaginative models, for example when they construct an outdoor slide using rubber bricks and wooden planks. As a result, children learn to approach new experiences and activities with confidence and self-esteem.
45. The school provides suitable first aid and medical facilities. Experienced staff manage the medical provision in a competent and effective manner. Several staff are provided with appropriate first aid training, including paediatric first aid training for those who work in the early years.
46. Admission and attendance registers are maintained in accordance with the latest statutory guidance. Leaders analyse attendance data carefully at weekly meetings and respond quickly to any concerning patterns. The school correctly notifies the local authority when pupils join or leave the school at non-standard transition points.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

47. Standards are not met in relation to the effective implementation of the health and safety policy, fire safety, suitability of the premises and accommodation and supervision of pupils.
- 48. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

49. The curriculum is planned well so that it teaches pupils a range of values such as inclusion, liberty and global diversity. Such values align closely with the school's aim for pupils to develop a positive character. In the junior school, for instance, pupils explore the consequences of discriminatory behaviour when studying the persecution of Jewish people during the Second World War. Pupils learn how artists from South Africa produce work which is inspired by their cultural heritage. In music, pupils learn about Indian culture and compose music using the pentatonic scale. Pupils regularly participate in a current affairs quiz and discuss questions about global events, international communities and their cultures. As a result, pupils learn about respect and inclusion so that they are informed and prepared well to contribute to British and global society.
50. Pupils are taught to consider financial matters effectively. Children in the early years are provided with opportunities to use real money when they attend school charity events. Junior pupils learn about profit and loss, financial hacking and the influence of advertisements. Senior pupils learn about budgeting, how to apply for student finance and how to run school charity events, at which they manage cash and contactless payments.
51. Leaders implement a range of opportunities for all pupils to learn about careers. The junior school and the early years hold an annual careers week when pupils learn, for example, about the role of police dog handlers, the medical profession and the work of veterinarians. Leaders consult with older pupils carefully and invite speakers to visit the school who represent their career aspirations. Leaders ensure that sixth-form pupils are provided with individual guidance relating to university and apprenticeship applications.
52. The well-planned curriculum teaches pupils about law and order. Pupils learn how to behave morally and in the right manner. Younger pupils are taught about responsibility and design a class charter in PSHE lessons. Older pupils learn about crime and punishment in history and explore how laws have evolved and changed over time. Senior pupils study authoritarian regimes and explore the consequences for those who live in undemocratic societies.
53. Pupils acquire a broad understanding of British institutions through the curriculum and school visits. Younger pupils attend the local fire station and participate in a 'safety workshop' to consider the work of different emergency services. The police visit the school to teach pupils about community policing. In history, older pupils explore the relationship between the government and the monarchy. As a result, pupils respect the role of British institutions within society.
54. Teachers in the early years act as positive role models so that children learn to act with kindness. Children understand their 'golden rules' and collaborate, listen and share responsibly. Children work well together during outdoor activities and are keen to help their teachers tidy away after creative activities. As a result, children develop confidence to engage well with others in social situations.
55. Pupils learn about politics through lessons and the wider curriculum. Leaders are careful that any political information shared with pupils is presented in a balanced manner. Leaders arrange opportunities for pupils to participate in online forums with a serving member of the House of Lords and their local member of Parliament. Pupils compete in a politics quiz against other schools. Older pupils explore the role of the British government and learn about the devolved governments within

the United Kingdom. As a result, pupils learn about different political viewpoints and understand a range of contemporary political initiatives.

56. Pupils hold suitable positions of responsibility and serve their school community thoughtfully. Pupils in Year 5 regularly visit younger pupils to organise playground games during breaktimes. Sports captains develop leadership skills and encourage other pupils to participate in sporting activities. Pupils are elected as form representatives and the school council meets regularly to consider the views of pupils. Senior pupils seek election as prefects and act as positive role models. Pupils who hold positions of responsibility demonstrate the values of resilience, integrity and kindness.

57. The school maintains constructive and positive links with local organisations. The choir sing at a local community centre. Pupils participate in the Duke of Edinburgh's Award Scheme (DofE) and volunteer to help in charity shops, care homes and with local gardening projects. Pupils join the school's voluntary service club and promote different charities. For example, pupils directly contacted the air ambulance charity to offer the school's charitable support. As a result of these opportunities, pupils learn that it is kind and responsible to contribute help and service to others.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

58. All the relevant Standards are met.

Safeguarding

59. Leaders maintain a vigilant and effective safeguarding culture throughout the school. The safeguarding policy is clearly written, reviewed appropriately and reflects latest statutory guidance. Governors provide thorough and ongoing oversight of the school's safeguarding procedures.
60. Leaders provide staff with a careful and suitable induction programme. Training includes child-on-child abuse, the 'Prevent' duty and how to respond to any safeguarding concerns which are raised. Staff meet regularly and receive updated training. They are familiar with school policies and understand the importance of raising low-level concerns. Staff have a secure and competent understanding of the school's safeguarding practices and procedures.
61. The safeguarding team is suitably trained. Leaders seek advice from local safeguarding partners in a timely and constructive manner when any safeguarding concerns arise. Clear and detailed safeguarding records are maintained which reflect the latest regulatory guidance.
62. Pupils understand the importance of seeking support if they have a worry and understand the school's suitable systems to raise a concern, if required. For instance, pupils in the junior school have 'worry boxes' in their classrooms. Older pupils may request support directly through an online form. Junior and senior pupils complete a weekly online wellbeing check. Leaders analyse these weekly wellbeing forms carefully and respond quickly to any concerns.
63. Pupils are taught about online responsibility in PSHE and computing lessons. Leaders maintain a rigorous monitoring and filtering system which is scrutinised regularly. When online alerts are raised, leaders investigate them quickly and maintain careful records, including of any patterns, trends and actions taken.
64. Safer recruitment procedures are robust and in accordance with the latest statutory guidance. All required checks are systematically carried out prior to any new member of staff beginning work at the school. These checks are recorded appropriately on a suitable single central record which is systematically checked by governors. Leaders are trained appropriately so that the school's recruitment practices are thorough.

The extent to which the school meets Standards relating to safeguarding

65. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
EYFS 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
EYFS 3.65	Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency. Providers must have: • An emergency evacuation procedure.

	• Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.
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School details

School	Newcastle school for Boys
Department for Education number	391/6014
Registered charity number	503975
Address	Newcastle School for Boys The Grove Gosforth Newcastle Upon Tyne NE3 1NH
Phone number	0191 255 9300
Email address	enquiries@newcastleschool.co.uk
Website	www.newcastleschool.co.uk
Proprietor	Newcastle School for Boys
Chair	Mr Tim Care
Headteacher	Mr Graeme Hallam
Age range	3 to 18
Number of pupils	361
Date of previous inspection	25 to 28 January 2022

Information about the school

66. Newcastle School for Boys is an independent day school. The school is spread across four separate sites. The junior school is adjacent to the early years foundation stage (EYFS) setting. These two settings educate pupils from the age of 3 to 11. The senior school, which educates pupils from the age of 11 to 18, lies approximately half a mile from the EYFS and junior settings. The sixth-form building is opposite the senior school. The school has appointed an interim acting headteacher since the previous inspection.
67. There are eight children in Nursery, in one class, and there are ten children in Reception, in one class.
68. The school has identified 75 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
69. The school has identified English as an additional language for 31 pupils.
70. The school seeks to provide an enriching and broad learning experience, in an environment that is supportive and actively promotes wellbeing. It endeavours to challenge and support each pupil to achieve their highest levels of individual academic progress and character development.

Inspection details

Inspection dates

30 April to 2 May 2025

71. A team of five inspectors visited the school for two and a half days.

72. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

73. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net