



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON
BRITISH EMBASSY SCHOOL ANKARA

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	British Embassy School Ankara			
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Telephone Number	00903124686563			
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Email Address	admin@besaturkey.org			
Acting Head	Ms Katie Vincent			
Chair of Governors	Mr Peter Spoor			
Age Range	3 - 13			
Total Number of Pupils	214			
Gender of Pupils	Mixed			
Numbers by Age	0-2:	0	5-11:	142
	3-5:	50	11-13:	22
Number of Day Pupils	214			
Inspection dates	10 th June 2013 to 13 th June 2013			

PREFACE

This inspection report follows the ISI Schedule for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in October 2007.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the ISI Framework requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

The report will be placed on the ISI website within two weeks of its issue to the school and will also be published on the Department for Education website. The report will remain on the web sites for 3 years, at which point it will be removed.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Since the previous inspection in 2007, the school has changed its name to the British Embassy School Ankara (BESA). It was founded in 1959 as a kindergarten school in two rooms of the British Council and known as the British Embassy Study Group. It moved to its present site in the grounds of the British Embassy in 1964. The school is non-profit making with a board of governors whose chair is a representative of the British Embassy. Since the previous inspection new buildings and facilities have been added to enable the development of the Early Years Foundation Stage (EYFS) and to expand the age range to include pupils in Years 7 and 8. In addition, subject specialist teaching has been introduced.
- 1.2 The school seeks to provide a broad and stimulating educational environment which encourages each child to achieve well and become a life-long learner. Children are to learn in a stable, sensitive and welcoming atmosphere in which they feel happy and secure. Children are to be valued for what they can achieve academically, physically, socially and emotionally. Independence, responsibility and consideration for others are to be fostered. The school aims to offer a quality education based on the English National Curriculum and the International Primary (IPC) and Middle Years Curriculum (IMYC), whilst using Turkey's distinctive geography and rich history.
- 1.3 The school provides education for 214 pupils, 101 girls and 113 boys, aged between three and thirteen. Fifty children are in the EYFS with 25 in the nursery and 25 in reception. There are 50 pupils in Years 1 and 2, 92 in Years 3 to 6, and 22 in Years 7 and 8. Pupils come from the expatriate diplomatic and business communities as well as from the local Turkish population. Many families are highly mobile resulting in a high turnover of pupils of just under a third annually. Pupils from 34 different nationalities attend the school, the largest being Turkish followed by British and American. Pupils have a wide range of languages as their first language. At the time of the inspection, 130 pupils had English as an additional language (EAL) of whom 32 receive extra support with English. Seventeen pupils have special educational needs and/or disabilities (SEND) and of these 11 receive extra support.
- 1.4 Pupils enter the school at all ages and at all points during the year. A significant number arrive with little English. The ability range is above average overall but includes a wide spread of abilities.
- 1.5 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The overall quality of the pupils' achievement is good, successfully meeting the schools' aims to provide a broad and stimulating educational environment which encourages each child to achieve well and become a life-long learner. Pupils are well educated and achieve good standards across the curriculum. They make good progress in their learning because of the excellent teaching, their extremely positive attitudes to learning and an imaginative international curriculum that effectively meets their needs and captures their imagination. Results in English national tests at the age of 11 have been above the England average for maintained primary schools. The attainment of pupils in Year 8 cannot be measured in relation to average performance in English national tests, but on the evidence available, it is judged to be good in relation to English national age-related expectations. Resources are well used by teachers. All classrooms have interactive whiteboards and good use is made of these in lessons. Pupils with SEND and those who are gifted and talented make good progress because of the support that they receive. Those with EAL who are at an early stage in learning to speak English often make rapid progress. Pupils are successful beyond the classroom, winning competitions at regional and national levels in fields such as writing and photography. The quality of the provision in the EYFS is satisfactory. Children make satisfactory progress towards the EYFS goals. The curriculum is being developed to take account of both the EYFS curriculum and IPC. However, further work remains to be done, with the curriculum not always being sufficiently challenging for the youngest children.
- 2.2 The personal development of pupils is excellent. They are confident and articulate. Pupils' behaviour is excellent and they show respect to each other and to the adults around them. They are proud of their school and feel that it provides them with a good education. Arrangements for safeguarding, health and safety and pastoral care are excellent. The school is adept in welcoming pupils of all backgrounds, nationalities and abilities throughout the year.
- 2.3 The excellent quality of the leadership and management is a key factor in the pupils' success. The school has identified that the current role of the subject leader is no longer clear following the introduction of the IPC and IMYC. Governance is excellent and has improved considerably since the previous inspection, the governors providing good oversight of the school. Governors are effective in carrying out their responsibilities, including those for safeguarding. However, the minutes of the governing body do not record the outcomes of the annual review of safeguarding in sufficient detail. The school has successfully tackled all of the action points raised at the previous inspection.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Clarify the curriculum in the EYFS to ensure that the youngest children are regularly provided with challenging opportunities.
2. Redefine the role of subject leaders following the implementation of the IPC and IMYC.
3. Ensure that the minutes of the governing body report fully the outcomes of their annual review of safeguarding and any subsequent actions.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

3.1 The quality of pupils' achievement and their learning, knowledge and skills is good. Such quality represents a significant success given the school's high turnover of pupils and the considerable proportion of pupils who have EAL. Pupils are well educated at all levels of ability, reflecting the school's aim to enable each pupil to achieve well and to become a lifelong learner.

3.2 Pupils' all-round achievement is based on suitable levels of knowledge, understanding and skill in the subjects they study and in the extra-curricular activities. Pupils succeed especially well in developing speaking and listening skills. Pupils are articulate, ready to express their views and pay due respect to those of others. For example, in a Year 7 science lesson, pupils confidently discussed their ideas as to why a ray of light 'bent' as it passed through perspex and then listened attentively to the explanations of others. Pupils write confidently, reflecting the successful implementation of the school's project to raise standards in this area. Throughout the school, the effective development of mathematical skills enables pupils to apply them in a variety of situations. Across the school pupils are successful in developing their creativity. Information and communication technology (ICT) skills are well developed in Years 5 to 8 and these pupils are independent and capable users of modern technology. The skills of younger pupils are less well developed because their access to ICT hardware is more limited. Pupils with SEND, the more able and those with particular talents make good progress as a result of carefully planned support both within the classroom and in small groups. Pupils with EAL at an early stage of learning to speak English often make rapid progress reflecting the specialist support they receive.

3.3 The quality of children's achievement in the EYFS is satisfactory. Planning to take account of the EYFS curriculum and the IPC is being developed. Currently the curriculum is not sufficiently challenging for the youngest children and as a result, their progress is hampered. Strong teaching in Years 1 and 2, together with a good curriculum, enables pupils to make good progress and by the end of Year 2 their achievement is good.

3.4 Pupils are successful in a wide range of extra-curricular activities and clubs. For the past two years the school has entered a team to Destination Imagination, winning regional finals and competing in national competitions. Pupils' art work has been selected for display in the National Gallery, London as part of the Take One Picture scheme. Students' creative writing has been published in a young writers anthology. A team of 15 pupils attended the inaugural COBIS games in May 2012 in Prague. Pupils in Years 7 and 8 study the Junior Model United Nations (JMUN) as part of the curriculum and have participated in regional and national Conferences.

3.5 The following analysis uses the national data for English schools in the years 2009 to 2011. These are the most recent three years for which comparable statistics are currently available. Results in national tests for England at the age of 11 have been above the average for English maintained primary schools. Pupils' attainment in Year 8 cannot be measured in relation to average performance in national tests in England. On the evidence available it is judged to be good in relation to English national age-related expectations. Inspection evidence, including observations of lessons, scrutiny of pupils' completed work and discussions with them about their work confirms this level of attainment and indicates that pupils across the school make good progress in relation to pupils of similar ability.

- 3.6 Pupils have extremely positive attitudes to learning and show great enthusiasm in their lessons. They are eager to explore new ideas. Pupils enjoy collaborating with others. Often in lessons they discuss their ideas with a neighbour before answering the question posed by the teacher. Behaviour is excellent in lessons.
- 3.(b) The contribution of the curriculum
- 3.7 The quality of curricular provision is good and caters well for the needs of all pupils. It has been improved since the previous inspection and makes a significant contribution to the pupils' learning and achievements in line with the school's aim to provide a broad and stimulating educational environment.
- 3.8 The curriculum provided is a combination of the English National Curriculum, the IPC and the IMYC; it meets the needs of the wide range of pupils in the school and covers all required content. The IPC and IMYC were introduced in September 2012. The school has worked exceptionally hard to introduce the new curriculum which is still not fully implemented but has already made improvements to provision.
- 3.9 Strong provision is made in English and mathematics which are taught through the English National Curriculum. Although science is not strongly represented in some units of work in the IPC and IMYC programmes, the school has adapted the curriculum to ensure that extra science lessons are taught and coverage of the subject remains rigorous.
- 3.10 Personal, social, and health education (PSHE) is a strong feature of the curriculum and is embedded across all aspects of school life. Sport is catered for in the clubs and visits off site for example to a swimming pool. Due attention is paid to the teaching of Turkish. Lessons are provided for both Turkish and non-Turkish speakers. Additionally, French is taught from Year 5.
- 3.11 Curriculum planning is excellent and engages the learners. At its best, planning makes effective connections between subjects and helps all pupils to develop knowledge, skills and understanding. The plans also make links between the child's home country and the host country.
- 3.12 Pupils with SEND are provided for effectively through extra specialist help in small groups and in-class support. Those who are gifted and talented are appropriately challenged to develop their skills through careful matching of challenging lessons to individuals' capabilities. In addition these children have enrichment lessons before school in the area of the curriculum where their talents lie. Provision for pupils with EAL is outstanding, including for those who join the school during the year. Support is effectively focused on meeting individual needs and as a result pupils make rapid progress in learning to speak English.
- 3.13 In the EYFS the curriculum is satisfactory as it seeks to combine the EYFS goals and newly implemented IPC. The merger of these programmes is not yet complete, and at present, this means that the curriculum for the youngest children is not always sufficiently demanding.
- 3.14 The pupils' curricular experience is broadened by a wide-ranging programme of educational visits, residential trips in Turkey and the UK, visitors to school, special events and after school clubs. Visitors to school are also a regular feature including a dentist in Years 1 and 2. These activities enable the school to fulfill its aim to use Turkey's distinctive geography and rich history as a resource for learning.

- 3.15 A small number of parents responding to the pre-inspection questionnaire felt that the school did not provide sufficient extra-curricular options. Inspection evidence does not support this view. After-school club provision is excellent when considering the small size of the school and its location. Extensive numbers of sports clubs are available as well as clubs for art, language and music.
- 3.(c) The contribution of teaching
- 3.16 The quality of teaching is excellent overall. High-quality teaching, together with the pupils' attitudes and the quality of leadership, is a major factor in promoting the pupils' good progress and the good standards they achieve. In their pre-inspection questionnaire and interview responses, the vast majority of pupils agreed that teachers help them to learn. Relationships within classrooms are excellent. Planning of lessons is detailed and thorough.
- 3.17 The excellent teaching is underpinned by a consistent focus in Years 1 to 8 on ensuring that pupils are clear about what they are to learn and the criteria by which they can assess their success. Such an approach places learning at the heart of the teaching, an improvement since the previous inspection. Lessons are carefully introduced with a 'learning question'. For example in a literacy lesson in Year 4, the learning question was 'Can I evaluate a poem?' Success criteria were agreed with the pupils. Towards the end of the lesson the pupils used these to assess how successful their learning had been. Often teachers will ask pupils to identify two areas where they have been successful and one where they wish to improve. The teaching motivates pupils to improve their learning and set targets for improvement.
- 3.18 In the EYFS teaching is good overall, especially for the older children. Where it is less effective, insufficiently challenging opportunities are provided for younger children to develop their thinking, and to ask questions. Across the EYFS, there is a sound combination of adult-led activities and opportunities for child-initiated learning.
- 3.19 Pupils feel fully involved in their lessons. Teachers have an excellent knowledge of pupils' individual abilities. Class teachers have good subject knowledge and use a range of imaginative teaching methods within the agreed format supported by the good quality resources, including interactive whiteboards. Effective use is made of specialist teaching and of learning resources. For example, when introducing a unit from the IPC based on a circus, teachers in Years 1 and 2 created a circus school on the campus. Pupils in Years 7 and 8 have work experience as a start to a unit. Lessons move at a good pace and maintain pupils' interest. Reading is fostered through guided reading sessions and access to a well stocked library with a librarian.
- 3.20 Effective use is made of trained teaching assistants who provide outstanding support for pupils. Pupils with EAL receive high quality support which enables them to make rapid progress in learning spoken English. Similarly, pupils with SEND have specialist support both in the classroom and in out-of-class settings. Pupils who have such support reported that it helped them enormously.
- 3.21 Marking is informative, and is effectively linked to the learning question or intention of lessons. Teachers' comments guide pupils on how to improve their learning. Pupils have considerable experience in assessing their work which helps them to make progress. Pupils' progress across the school is carefully monitored using standardised tests and regular assessments. The school makes good use of optional English national tests to monitor and track pupils' progress. Information from assessments by pupils against success criteria in lessons is used effectively to plan future work.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The pupils' personal development is excellent and in line with the school's aims.
- 4.2 Pupils display considerable self-confidence and this is a reflection of teachers' constant efforts in applying effective positive praise. They have a strong sense of self-worth that is cultivated daily by assemblies.
- 4.3 The spiritual development of pupils is excellent. Pupils display understanding and empathy towards others and the world around them. They confidently reflect on themselves and express a clear awareness of their strengths. Pupils show keen appreciation of the natural world around them. This is particularly evident in the excellent Charles Darwin drawing club where pupils are encouraged to focus on the details of plant and insect life. Pupils express the importance that family and friendships have on their lives.
- 4.4 Pupil's moral development is excellent. They have a clear sense of right and wrong and behaviour is excellent. Pupils accept responsibilities for their actions when they break the rules. In a reaction to an excellent school assembly, pupils showed they were supportive of human rights and discussions continued into the classrooms and lunch hall. Pupils show sensitivity towards each other and they have an enthusiastic attitude to helping and caring for one another. The school supports various charities such as a foundation for children with leukemia.
- 4.5 Social development is excellent. Pupils are polite, kind and caring to one another. They articulate and express their opinions with confidence to adults and their peers. Older pupils are keen to help younger pupils, as well as socialising with pupils of their own age. Playground equipment is shared fairly at break times. Pupils readily accept responsibilities such as head girl and boy, school council members, house captains, and playground buddies. Pupils have a genuine voice in the school. They vote in class assemblies and the student council represented the pupil body, for example by creating a range of questions that were used for the recruitment of the new head teacher. Pupils gain an understanding of world issues through their participation in the JMUN.
- 4.6 Pupil's cultural development is excellent. Their cultural appreciation is evident and pupils find mixing with 34 nationalities exciting. Cultural understanding is deepened by events such as 'mother tongue week' and Guy Fawkes night. Pupils' enjoy developing their knowledge of Turkey and Britain while on residential trips to London, Scotland, Olympos and the popular Year 5 space camp visit to Izmir. They show respect and significant knowledge and appreciation for Turkey, the country they live in. They celebrate Turkish Children's Day and pupils have been invited to perform Turkish national dances in a Turkish school. This links closely with the school aim of using Turkey as a learning resource.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.7 The quality of pastoral care and the arrangements for the pupils' welfare, health and safety is excellent.
- 4.8 The school's community strongly fulfills its aims by creating a secure, stable and welcoming atmosphere achieved through the constant awareness of pupil welfare. Pastoral care is excellent. Pupils feel safe, cared for and supported by all members of the school community. Relationships amongst pupils themselves, and between

adults and pupils, are excellent. Considerable emphasis is placed on supporting the transition from year group to year group, and when joining and leaving the school. When faced with concerns, pupils say they are comfortable seeking advice and support from their teachers as well as from the school counselor and nurse.

- 4.9 Measures to promote good behaviour and discipline are excellent. Pupils from a wide range of cultural backgrounds and experiences work and play in harmony. In conversations with inspectors they showed a clear understanding and rejection of racism in any form. The school's rules are well understood by the pupils who think they are fair. Everyday misdemeanours are dealt with in a positive and constructive way. A small minority of pupils raised concerns in the pre-inspection questionnaires about being treated equally and fairly. The outcomes of discussions between pupils and inspectors do not support this view. Sanctions applied are recorded in line with the standards for British schools overseas. The school's anti-bullying policy sets out clear guidelines for dealing effectively with any incidents. The prominent displays of anti-bullying material makes clear what in the school's view constitutes bullying. Pupils report that bullying is rare and any incidents are dealt with swiftly and appropriately.
- 4.10 Arrangements for health and safety are rigorous. They have due regard for the pupils' welfare and follow the requirements of the UK, as the school is on Embassy land. The school has comprehensive arrangements and procedures for child protection and safe recruitment. The relevant training for child protection is undertaken for all staff. Training is in Turkish for those who need it.
- 4.11 The school takes all necessary measures to reduce risk from fire and other hazards. Secure risk assessments are in place and reviewed regularly. Consultants are regularly used to advise on the best health and safety practices. Procedures and drills are in place should there be an earthquake or should the embassy be subject to an intrusion. The school nurse caters for pupils' physical needs sensitively and effectively using a well organised medical room. A sizable proportion of the staff has undergone first aid training. The admission and attendance registers have been accurately maintained and absences not known in advance are quickly followed up.
- 4.12 Pupils, including children in the EYFS, understand the importance of choosing a healthy diet and take regular physical exercise. School meals are nutritious, reflect Turkish cuisine and are monitored for their quality.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is excellent and represents a considerable improvement since the previous inspection. The governors have a clear view for the future of the school and work closely with the school's senior leadership team to ensure this is met and is in line with the school's aims.
- 5.2 Governors have a good oversight of the work of the school, determine a prudent financial strategy and ensure that appropriate investment is made in human and material resources, including accommodation. The structure of the board is clearly defined with appropriate committees and ensures that close relations are maintained with the Embassy. Governors bring rich and wide-ranging expertise and experience which is harnessed to good effect.
- 5.3 Successful training about what makes a governing body effective, together with good quality time spent away from the school with the senior leadership team, enables governors to have a clear insight into the working of the school. Governors have played a significant role in the adoption of the IPC and IMYC whilst ensuring that the British nature of the school is maintained. Excellent working relations with the senior staff enable the governors to be fully involved in drawing up and monitoring the school's development plan. Governors are supportive of the school which benefits from their perceptive advice.
- 5.4 The governing body discharges its responsibilities well in relation to statutory requirements. A recently appointed governor with considerable experience in child protection ensures that safeguarding arrangements are reviewed and discussed by the whole body annually. However, the minutes of the governing body do not record the outcomes of the review and any action to be taken in sufficient detail. Effective use is made of the expertise available through the Embassy.

5.(b) The quality of leadership and management

- 5.5 The quality of leadership and management is excellent. At all levels of responsibility, the leadership and management of the school are effective in accordance with the aims of the school and in their discharge of their delegated responsibilities, particularly those for policy implementation, curriculum improvement and the professional development of staff.
- 5.6 The pupils' high quality educational experience and the excellent standard of their personal development are direct results of the clear educational direction given by the leadership team. This guidance, together with excellent working relationships between the leading members of the school community, strong support from parents and the calm, positive working environment, contribute extremely well to the fulfillment of the school's aims.
- 5.7 The senior leadership team (SLT) works closely with the school governors on setting the school development plan through a rigorous self-evaluation process. The SLT works collaboratively with the staff to ensure that plans are put into action effectively. The leadership team sets itself high expectations and provides clear, realistic goals that staff can manage; for example the decision to change the curriculum and create a five-year plan. The successful implementation of the first stage of the current plan is a measure of the effectiveness of the leadership and management team.

- 5.8 Dedicated leadership time is provided and used effectively. The team is focused on raising levels of attainment and achievement for every child in the school. Members of the SLT have off-site strategic planning days to collaborate on development planning and the analysis of staff responses to rigorous school self-evaluation.
- 5.9 A rigorous system of quality assurance enables regular close monitoring of teaching and learning using a number of strategies, including scrutiny of pupils' completed work and structured lesson observations. The outcomes are monitored closely and used intelligently to inform teaching and, where necessary, support for gifted and talented pupils and those with SEND.
- 5.10 The bursar, head teacher and finance committee work efficiently to make sure that the school is focused on financial priorities. There has been considerable expenditure over the past three years on buildings, to improve the learning outcomes for the children.
- 5.11 Staff have leadership roles for subjects which they undertake conscientiously. Each subject has an action plan which has been based on thorough curriculum reviews and school self-evaluation. These roles are based on the National Curriculum. However, the implementation of the new curriculum has led to the role of the subject leader no longer being clear. The SLT has identified this as an area for development.
- 5.12 Management at all levels is successful in securing, supporting, developing and motivating staff. Professional development of all staff is taken seriously. A senior teaching assistant has been recently appointed and all classroom assistants and lunch time supervisors have received recent training. Team building, built into the induction week, is also used to help enhance the excellent relationships between the leadership and staff. An excellent staff appraisal system, which includes teaching assistants, ensures continued quality teaching and learning and a drive for professional self-reflection and improvement. Underpinning all training is a clear focus on improving learning. Secure safeguarding procedures are employed in the recruitment of staff.
- 5.13 The hard work of the leadership and management team, as well as the systems they have in place, brings consistency across the school in teaching, planning, assessment and high expectations. The leadership team is central in ensuring the school ethos is shared across the school and there is a clear message that everyone is valued.
- 5.(c) The quality of links with parents, carers and guardians
- 5.14 The quality of the links with parents, carers and guardians is excellent. From the EYFS onwards, the school greatly values its partnership with parents.
- 5.15 Parental responses to the pre-inspection questionnaire were overwhelmingly supportive of the school. A few parents had concerns about homework and the extra curricular activities. The inspectors examined the evidence in these areas closely and found that these concerns were not well founded.
- 5.16 Parents' concerns are systematically logged and suggestions are seriously considered and acted upon where appropriate, for example when parents made comments on wording in the school's report formats. Parents have access to a complaints procedure that complies with the standards for British schools overseas, and which is followed by the school when handling concerns.

- 5.17 Parents receive excellent information about the school. They are well informed about their children's progress. Reports are sent five times a year. Annual reports provide detailed information about achievement together with targets for improvement. Each class has a parental information evening at the start of the academic year. Parent consultations are held twice a year. In addition the school provides curriculum information evenings. Parents are thoroughly informed of school events and pupil successes by a variety of means, for example; weekly newsletters, website, email and information evenings. 'Breakfast with the head' held every term helps parents to have an open forum for discussion and 'bring your parent to school day' gives parents and carers the opportunity to be involved in school life directly. A useful parent handbook is available on the website
- 5.18 The friends, parents and teachers association aim to reinforce the home/school link by organising social events. Homework is set each week on the class page on the website.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and the governor with oversight of child protection, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr Rod Sharman

Reporting Inspector

Mr John Bagust

Team Inspector (Head of Primary, COBIS school)

Mrs Clair Doubleday

Team Inspector (Phase leader, COBIS school)