



**INDEPENDENT SCHOOLS INSPECTORATE**

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT ON  
BRITISH EMBASSY SCHOOL ANKARA**

# INDEPENDENT SCHOOLS INSPECTORATE

## British Embassy School Ankara

Full Name of School	<b>British Embassy School Ankara</b>		
Address	<b>Sehit Ersan Caddesi 46/a Cankaya 06680 Ankara TURKEY</b>		
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Email Address	<b>admin@besaturkey.org</b>		
Head	<b>Mr Kenneth Page</b>		
Chair of Governors	<b>Mr Richard Blake-James</b>		
Age Range	<b>3 to 14</b>		
Total Number of Pupils	<b>201</b>		
Gender of Pupils	<b>Mixed (103 boys; 98 girls)</b>		
Numbers by Age	3-5:	<b>36</b>	5-11: <b>121</b>
	11-14:	<b>44</b>	
Inspection dates	<b>17 to 20 Oct 2016</b>		

## 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 June 2013.

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) Regulations 2014, 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.**

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The British Embassy School Ankara (BESA) was founded in 1959. It moved to its present site in the grounds of the British Embassy in 1964. The school is run on a non-for-profit basis with a board of governors including a representative of the British Embassy. Since the previous inspection, the age range has been extended to include pupils in Year 9. In addition, there is a new creativity room and an indoor sport arena, extra-curricular activities have been restructured and leadership roles have been redefined. Pupils in the Early Years Foundation Stage (EYFS) have a shared classroom within the main building and an additional outdoor facility in the wooded grounds.
- 1.2 The school seeks to provide a broad and stimulating educational environment which encourages each child to achieve well, learning in a stable, sensitive and welcoming atmosphere in which they feel happy and secure. It aims that children are valued for what they can achieve academically, physically, socially and emotionally, and that independence, responsibility and consideration for others are fostered. The school aims to offer a quality education based on the English National Curriculum and International Early Years Curriculum (IEYC), the International Primary Curriculum (IPC) and International Middle Years Curriculum (IMYC), whilst using Turkey's distinctive geography and rich history.
- 1.3 The school provides education for 201 pupils, 103 boys and 98 girls, aged between 3 and 14 years. Thirty-six children are in the EYFS, 40 pupils in Years 1 and 2, 81 in Years 3 to 6, and 44 in Years 7 to 9. 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 one-third annually. Pupils from 35 different nationalities attend the school, the largest being Turkish followed by British and then American. Pupils have a wide range of languages as their first language. At the time of the inspection, 126 pupils had English as an additional language (EAL) of whom 27 receive extra support with English. Nineteen pupils have special educational needs and/or disabilities (SEND) of whom 16 receive specific 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 and can vary from year to year.
- 1.5 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year grouping nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

School	NC name
Milepost 1	Years 1 and 2
Milepost 2	Years 3 and 4
Milepost 3	Years 5 and 6
Milepost 4	Years 7 to 9

## 2. THE SUCCESS OF THE SCHOOL

### 2.(a) Main findings

- 2.1 The school is very successful in fulfilling its aims. The quality of the pupils' academic and other achievements is good. In the EYFS, all children achieve, and many exceed, the expectations of the Early Learning Goals. They use high level problem solving skills for their age when tackling challenges in the exciting outdoor environment, although the indoor facilities are not as engaging. The stimulating curriculum meets the recommendation of the previous inspection to provide more challenge. Older pupils continue to develop literacy and numeracy skills within the broad curriculum that includes French from Year 5. Pupils benefit from good, well planned teaching. They settle quickly to the tasks, concentrate well and contribute with confidence to discussions. All pupils make good progress, reflecting the good teaching they experience. In the pre-inspection questionnaires, all pupils are pleased with the progress that they make and all feel that they are encouraged to work independently. A few parents expressed dissatisfaction with the provision for those with either SEND or more able pupils. Inspectors found that all pupils with SEND and those with EAL are well supported and make excellent progress but although more able pupils may be given extension tasks, this is not a consistent feature of all lessons and some teaching lacks sufficient challenge. An excellent range of extra-curricular activities offers pupils a number of sporting, musical, creative and academic opportunities.
- 2.2 The personal development of the pupils is excellent. In the EYFS, pupils collaborate well and are tolerant and helpful with each other. Older pupils are confident, articulate and thoughtful; they listen to and work extremely well with each other. They show appreciation of the non-material aspects of life and appreciate their natural surroundings. They have a clear understanding of right and wrong and their behaviour is excellent. They are adamant that there is no bullying in school and that should there ever be a social problem then their teachers would deal with it promptly. Pupils have a strong awareness of Turkish culture and show respect for the cultures, faiths and beliefs of others. In their responses to the pre-inspection questionnaire, all pupils agreed that they like being at school and all parents agreed that the school promotes worthwhile attitudes and views. In the questionnaires and at interview, a small minority of older pupils felt that teachers were unfair in the way that they give rewards and punishments and that their views were not listened or responded to. There were more changes than they had expected as they moved from juniors to seniors. The school has altered the behaviour policy for older pupils and is monitoring the effectiveness of this and considering the views of pupils. Great care is taken to safeguard pupils and to ensure their daily welfare, health and safety. Fire and safety procedures meet both local and international standards. Staff receive regular training and careful records are kept. The school carries out thorough checks on the suitability of all staff including the additional checks required in the UK.
- 2.3 The quality of governance is excellent. Members of the board of governors have a range of relevant expertise and many are parents of current pupils. The board shares the school's vision and works in partnership with the leadership team. Minutes show the detailed annual review of safeguarding, thus meeting the recommendation of the previous inspection. Leadership and management are good. The leadership team shows a strong commitment to the personal development of each individual pupil. All overseas standards are met and all academic policies are in place. Subject leaders have been replaced by phase leaders, following a recommendation in the previous inspection to redefine their role, but there is a lack

of monitoring of curriculum coverage and continuity as pupils progress up the school. In the questionnaires, some parents expressed dissatisfaction with the information on pupil progress. The school has recently changed the timing of reports so that they are closely followed by a parent / teacher meeting. There is a very active friends, parents and teacher association (FPTA) and excellent links with parents are maintained. In the questionnaires, parents were extremely positive overall about the school.

## **2.(b) Action points**

### **(i) Compliance with the Standards for British Schools Overseas**

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. Ensure that the curriculum in all subjects provides suitable continuity and progression in learning as pupils move from year to year.
2. Ensure an effective transition for all pupils when moving from Year 6 to Year 7.
3. Ensure that more able pupils receive appropriately challenging work in all of their lessons.
4. In the EYFS, develop the indoor classroom provision to complement the exciting outside areas.



### **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 the pupils' achievements and their learning, attitudes and skills is good. Pupils are well educated in line with the school's aims. In the questionnaires, all pupils and the vast majority of parents are pleased with the progress that they make overall and almost all pupils feel that they are making good progress in their command of English.
- 3.2 In the EYFS, all children attain, and many exceed, the age-related expectations of the Early Learning Goals. By the end of Reception, they are communicating using basic grammatical structures with confidence and fluency. They demonstrate independence in their decision making and all can work with numbers to 20 and many beyond. The children use high-level problem-solving skills for their age when tackling such challenges as building a safe house for the three pigs or little people in their lessons in the surrounding woodland.
- 3.3 Pupils throughout the school and of all abilities produce written work of a good standard that is generally well presented. They listen attentively; speak well when answering questions or offering ideas and read with expression. They write in a variety of genres and with imagination, such as when they write their own moral tales. They calculate mentally, reason logically and apply mathematical skills with confidence to work across the curriculum. By Year 9, pupils describe the addition and subtraction of indices in algebraic expressions and solve complex problems through logical investigation. Younger pupils acquire scientific understanding and develop independent thinking through the IPC. In Years 7 to 9, pupils work well in the laboratory, conducting experiments with confidence. Their creative skills are particularly well developed and the outstanding art work is proudly displayed around the school. Pupils of all ages develop a range of skills in physical education (PE) and use information and communication technology (ICT) competently in a range of situations.
- 3.4 Pupils enjoy notable success in a variety of external events, performing at regional and international competitions such as; tennis, football, athletics, ice-skating, equestrian sports and debating. They participate well in piano recitals, local theatre group productions and choral performances. Pupils have also been very active and successful in international art, poetry and science competitions. A good number of pupils achieve well in the external instrumental and music theory examinations.
- 3.5 Pupils' level of attainment and progress cannot be measured in relation to performance against fixed English national standards, but, from lesson observations, scrutiny of pupils' written work, scrutiny of standardised measures of the pupils' progress and curriculum interviews, it is judged to be above English national age-related expectations. Given the high number of pupils entering the school with little or no English this indicates that pupils make good progress in relation to pupils of similar ability. At all ages, pupils with EAL make excellent progress in spoken and written English as well as in listening, reading and writing. Pupils with SEND also make excellent progress and in interviews spoke positively about the support that they receive in school. More able pupils, including those in the EYFS, enjoy challenge when it is offered and are very proud of their achievements in creative subjects such as art, design and creative writing.
- 3.6 Pupils' attitudes to learning are excellent. They settle quickly to the tasks, concentrate well and contribute with confidence to discussions. They also work

efficiently in pairs and organise themselves constructively when put into small groups. They share resources and cooperate well without intervention, demonstrating initiative and a mature approach to their lessons. Although discussion can be lively, pupils listen attentively to the views of others. They often ask searching questions and at times challenge their teachers. All pupils were most informative, articulate and cogent when answering questions about school life.

**3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.7 The contribution of curricular and extra-curricular provision is good. The curriculum is carefully designed to translate the school's aims and values into practice. In the EYFS, pupils follow the new International Early Years Curriculum (IEYC). The curriculum is stimulating and challenging with a creative, imaginative and engaging programme of activities suitable for young children. This ensures that the recommendation of the previous inspection to provide more challenge has been met and then exceeded by the development of the highly successful outdoor learning environment, although the indoor facilities are not yet as engaging.
- 3.8 For older pupils, the curriculum for English and mathematics is based on the English National Curriculum. Coverage of many other subjects in Years 1 to 6 is through the inquiry-based thematic units of the IPC, with cross-curricular themes used to explore a topic in depth. In Years 7 to 9, the cross-curricular topics of the IMYC are integrated into other subjects when appropriate. In addition, the development of personal goals, such as enquiry, resilience and respect, is well embedded and reinforced in personal, social and health education (PSHE) lessons. The curriculum is supported by carefully-prepared schemes of work for each year group, although progression from one year to the next in Years 1 to 6 is not monitored sufficiently closely in all subjects to ensure full curriculum coverage. In the questionnaires, almost all parents expressed great satisfaction in the range of subjects and opportunities that their children are offered.
- 3.9 From Nursery, all pupils benefit from specialist tuition in Turkish, art and library skills, all taught in dedicated facilities; all pupils learn a musical instrument. In Reception, specialist PE is introduced and pupils also enjoy lessons in the wooded grounds. From Year 5, pupils also study French. From Year 7, there is an increased amount of specialist subject teaching, including humanities, science and ICT and also includes Junior Model United Nations (JMUN), which greatly assists pupils' understanding of their place in the international world. For example, pupils discussed the UK referendum on leaving the EU from not only a British perspective but also by considering the views of other member states.
- 3.10 The school gives careful consideration to the individual needs of pupils identified as having SEND and those with EAL. They are catered for effectively within the classroom, with teachers receiving detailed information on suitable learning strategies for each child, and adapting tasks accordingly. They may also receive specialist help from teaching assistants or suitably qualified teachers if required. In the questionnaires, a few parents expressed dissatisfaction with the provision for those with SEND or for more able pupils but inspectors found that all pupils with SEND are well supported. Inspectors found that although more able pupils may be given extension tasks in some lessons, these are not a consistent feature of all teaching; some of the work they do lacks challenge.
- 3.11 The quality of the extra-curricular provision is excellent. There is a comprehensive programme of after-school activities including a range of sports, musical, creative

and academic opportunities including cookery, drama, chess and woodland activities. These are available to all pupils from Year 1, with opportunities for Reception pupils being introduced from the spring term. There is also preparation for examinations to senior schools. In the questionnaires, most parents and almost all pupils expressed their satisfaction with the range of activities on offer.

- 3.12 The curriculum is supported by a programme of educational trips to local museums and places of interest, with a focus on Turkish culture. For example, pupils in Years 5 and 6 visit the village of Altinköy as part of their study of settlements and EYFS children visit a local farm. All pupils from Year 3 enjoy an annual residential trip such as those to the Izmir Space Centre or to Gallipoli and, for older pupils, overseas to London. Older pupils also have opportunities for visits overseas, through participation in competitive games. From Year 7, pupils have a week's work experience each year as part of their careers guidance. In addition, community links have been established through local charities and activities such as a visit to a local French-speaking school. Pupils also enjoy visitors to the school, such as a whirling Dervish as part of their topic on tradition, including traditional dances. Visitors also contribute to their careers education, such as a gold miner talking to pupils studying metals in science.

### **3.(c) The contribution of teaching**

- 3.13 The quality of teaching is good and contributes positively to the school's mission. In the questionnaires and at interview, all pupils felt that teachers helped them learn and that they are encouraged to work independently. Most pupils find their work stimulating and enjoyable, and that teachers help them to acquire new knowledge, increase their understanding and develop new skills.
- 3.14 The EYFS staff provide an education that is rich in oral language with well-structured focused activities that successfully develop all the key areas of learning. Children's thinking skills are well stimulated through open questioning and challenges that encourage creativity and resilience. The outdoor learning area is an exciting and stimulating environment in which the children grow and thrive. In the summer term, the Year 1 teacher regularly spends time with children in Reception to ensure that all are very well prepared for the next stage of learning.
- 3.15 Throughout the school, most teaching is well planned, learning objectives are clearly identified and tasks set which enable these to be achieved. Most pupils understand what is expected of them and are guided expertly to achieve their learning goals. Good use is made of discussion to broaden thinking. A key strength of the successful teaching is the exceptionally positive and warm relationships and rapport that exists between staff and pupils providing a supportive environment in which learning flourishes.
- 3.16 Most teachers demonstrate thorough subject knowledge and employ a range of different teaching strategies to enable or empower pupils to access lessons successfully. However, in some lessons this subject knowledge is less secure, which sometimes confuses pupils and leads to misunderstanding. Both group and independent work is encouraged, allowing pupils to learn from each other and to work at a pace that best suits their needs. In less effective lessons, the pace of learning is not well-judged and pupils become less engaged and are either unable to complete tasks in the given time frame or find there is no further task to complete if they finish a particular piece of work.
- 3.17 Many, but not all, lessons take into account the range of the pupils' abilities; in particular, the needs of the more able are not always being met. Teachers have a

clear understanding of the needs of those pupils identified with SEND and EAL and adapt teaching methods to enable such pupils to progress well. More able pupils are less readily identified; planning for their needs is inconsistent and does not always provide sufficient challenge. Some able pupils stated that if they finished tasks quickly they are often asked to read whilst their peers catch up. When demanding extension work is offered, pupils respond with enthusiasm and at times are inspired to pursue topics independently.

- 3.18 Assessment of pupils' knowledge and progress is good. The school has introduced a new assessment and tracking system that shows clearly where pupils are in relation to standardised norms and expected outcomes. Other diagnostic assessments are also used to assess the needs of pupils and inform staff on appropriate intervention. The marking policy has been revised and gives clear guidance on expected practice. Work scrutiny and observations in class found this is not always consistently followed. At its best, marking includes helpful comments that indicate pupils' strengths and gives guidance on how they can improve. At interview, pupils talked positively on the oral feedback they receive, although this may not always be recorded.
- 3.19 The facilities and resources across the whole school are used to good effect. Teachers generally make effective use of a wide range of resources and create their own with ingenuity and imagination. Information and communication technology is used well to support pupils' learning by, for example, making presentations and videos to develop literacy skills. Highly effective use is made of the environment around the school and some high quality teaching was observed outdoors. Homework is posted in the school's virtual learning environment (VLE). This is being developed to assist pupils in their learning and in the management of homework. The policy has recently been reviewed to allow flexibility over completion so that the timing of homework can fit naturally into family life. In the questionnaires and at interview, most parents and pupils were very positive about this strategy.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. Pupils are confident, articulate, and thoughtful. They listen to and work extremely well with each other. Their high levels of self-esteem, self-worth and self-awareness ensure they develop into confident, independent young people.
- 4.2 The pupils' spiritual awareness is excellent. Pupils sincerely celebrate each other's successes, showing patience and giving guidance to their peers in lessons. Pupils have a genuine appreciation of the natural world through activities outside, such as growing vegetables. Pupils stated they really enjoyed playing in the woods with one saying that being with nature makes you feel happy. Pupils are reflective during circle time and assemblies. They show appreciation of the non-material aspects of life when opportunities present in the curriculum. In the EYFS, a child said, "I like building outside because I can smell the pigs and hear if the wolf is coming." Pupils are able to reflect deeply on their feelings, as was evident in a Year 7 wellbeing lesson in the woods.
- 4.3 The pupils' moral development is excellent. They have a clear understanding of right and wrong and this is evident in exemplary behaviour around school, including in the EYFS. Pupils understand the need for rules and, in the wider context, a system of laws, and adhere to the school's rules. They show mature self-reflection on the rare occasions of minor transgression. Older pupils, whilst respecting the school rules, are able to express their own opinions on their new system of rewards and sanctions. Pupils show an understanding of the morality in traditional fairy tales and have then written their own moral tales. Pupils are courteous and polite with themselves and all others in the school community.
- 4.4 The social development of the pupils is excellent. They co-operate exceedingly well in lessons and are considerate to others. Pupils welcome responsibility such as when elected onto the student council and they take their roles seriously. This enables the pupils' voice to be heard and gives them a strong sense of involvement in school life. Pupils of all ages show a strong interest in the well-being of others and demonstrate a great concern for the plight of those less fortunate than themselves, which they demonstrate practically through various fund-raising activities for charities including local hospitals and organisations providing relief to refugees. Pupils have awareness and understanding of the role of international humanitarian organisations. Pupils in the EYFS collaborate well and are tolerant of and helpful towards each other.
- 4.5 The pupils' cultural awareness is also excellent. Throughout the whole school, pupils come from a large range of backgrounds and have harmonious relationships; new pupils are made to feel instantly welcome. Pupils' appreciation of their own and others' cultures is nurtured through a focus on international mindedness and they have respect for those of different faiths and beliefs. Pupils develop a broad knowledge of issues facing the world today through the curriculum. They learn about local festivals in Turkish lessons. British culture and values such as democracy, human rights and freedom of expression have been promoted in JMUN, as well as in assemblies and PSHE. Pupils made and sent cards to the Queen to celebrate her 90<sup>th</sup> birthday and were pleased to receive a reply. They have close links with the British Embassy. Links to different cultures are widespread through the curriculum, for example looking at the Alhambra Palace in a symmetry lesson, and designing houses from their own cultures in technology.

4.6 By the time pupils move from Year 6 they are confident learners with a strong sense of justice and a generous and empathetic outlook towards others. By Year 9 they have developed into mature and self-assured young people with an excellent knowledge and understanding of global issues.

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

4.7 The contribution of arrangements for welfare, health and safety is excellent. Pupils flourish in the stable and happy environment, successfully fulfilling the school's aims. At all stages, the pupils' mental and physical well-being is promoted. Children in the EYFS are cared for by a committed team of professionals who are vigilant and always there when they are needed. Older pupils are taught to keep themselves safe, both online and physically, to play safely in the surrounding woodland and to talk about their feelings in circle time and at well-being sessions. Warm relationships are evident between staff and pupils, and amongst the pupils themselves. At interview, pupils' appreciation of their teachers is evident. They readily assist their peers in lessons with courtesy and good manners. The overwhelming majority of parents in the questionnaire are happy with the pastoral help and guidance given and all pupils like being at the school.

4.8 In the questionnaires and at interview, pupils are adamant that there is no bullying and that should there ever be a social problem they are confident that their teachers would deal with it promptly. Pupils' enjoyment of playtime is enhanced by the presence of well-trained supervisors who readily report to their form teachers should any incident occur. Good behaviour is successfully promoted by a well embedded policy that focuses on rewards, and is reinforced through assemblies and PSHE lessons. A record is kept of the rare instances of sanctions for poor behaviour. In the questionnaires, a small minority of pupils felt that teachers were unfair in the way that they give rewards and punishments. The school has recently reviewed the system of rewards and sanctions for pupils in Years 7 to 9. At interviews, older pupils confirmed that they were not all comfortable with the new policy. The school is aware of this and is monitoring the situation. A few of the older pupils also felt that their views were not listened to or responded to. Although School Council provides a forum for pupils' ideas to be heard and considered, the growing number of pupils in Years 7 to 9 voice their suggestions more directly to staff. These are being considered as the school reviews the overall provision for this age group.

4.9 Healthy eating is encouraged both through lessons and through the option of a nutritious hot lunch as well as packed lunches. Pupils may also bring in a healthy mid-morning snack. In addition to the variety of sports covered in the curriculum, pupils have suitable opportunities for exercise in after-school activities and enjoy the facilities in the natural outside environment at play time.

4.10 The school site, both building and grounds, is very well maintained and meets both local and international standards for health and safety including all fire regulations. Fire practices take place at least termly and any shortcomings are noted and rectified. All records of the maintenance and testing of fire equipment are kept carefully and a fire risk assessment is in place and regularly reviewed.

4.11 The thorough safeguarding of pupils is extremely well embedded throughout the school. All staff receive induction training on appointment and regular training thereafter. Pupils are always listened to and concerns reported. There is a network of systems in place which provide appropriate support and guidance for all pupils. All records are carefully kept. Pupils with medical needs and those who fall unwell or are injured during the school day are very well supported. In addition to the

school nurse, many staff are trained in first aid, and all medical and accident records are carefully maintained. Useful information for parents on common childhood ailments is also on display. Admission and attendance records are kept well and correctly stored.

- 4.12 Newly-appointed staff are carefully checked for suitability. All the international school standards are met, allowing for the difference in equivalent pre-employment checks in the local context. For staff who have lived or worked overseas, checks are made on employment history and good conduct in their home or host countries. Following a recent review of procedures, the recruitment policy now incorporates additional checks for staff who have lived or worked in the UK, reflecting requirements for schools in England. All such checks had either been completed or were in progress by the end of the inspection.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance of the school is excellent. The board is made up of local professionals, including parents of current pupils, school staff and a representative from the British Embassy. The board's members have a range of relevant expertise including education, business, finance, hospitality and law. The board shares the school's vision and works in partnership with the leadership team, focusing on pupils' physical and emotional wellbeing and their development as international citizens as well as their educational experience. A well-considered school development plan covers practicalities such as the successful integration of Year 9, pastoral provision, educational improvements and the continual upgrading of facilities. Such developments are funded through the active financial committee that ensures suitable investment in facilities, staff resources and training.
- 5.2 The board carries out its duty to promote the safeguarding of all pupils. There is a named governor for safeguarding who works closely with school staff, all governors have suitable safeguarding training and the full board carries out a detailed annual review of safeguarding with the outcomes and actions recorded in their minutes, thus meeting the recommendation of the previous inspection. They have an oversight of health and safety and ensure the site is well maintained with a high level of security.
- 5.3 The board of governors has a strong oversight of the workings of the school; they visit the school regularly and have contact with staff and with other parents. There is a named governor for the EYFS who plays an active role. They are well informed by the regular newsletters, presentations at board meetings and by the Head's report. Staff and parental surveys are also used effectively to monitor and challenge standards. Although responsibility for the curriculum is delegated to the leadership team, major decisions such as the change to the IEYC is taken at board level. Careful attention is paid to pupils' welfare as well as to educational standards. The board has a generous budget for staff development, ensuring support as well as stimulus for new initiatives.

### **5.(b) The quality of leadership and management**

- 5.4 The quality of the leadership and management is good. The senior leadership team is highly effective in fulfilling the school's aim to be a happy school in which everyone is safe, treated with respect and encouraged to learn. They establish excellent links with parents. They are well supported by a friendly and efficient administration team who ensure that the school is well run. In their questionnaire responses, the very large majority of parents agreed that the school is well managed.
- 5.5 The leadership team effectively discharge their duties for the safeguarding of pupils and for their welfare, health and safety. New staff follow a suitable induction programme and all staff receive regular update training. All the overseas standards are met for recruitment, within the local context, and the additional checks required for UK schools have either been completed or are in progress. All local regulations are met. By the end of the inspection, all school policies met the overseas standards.



- 5.6 The leadership team provides clear educational direction. In the EYFS, management is excellent. Great care is taken to ensure that the youngest children settle quickly into their new environment. Self-evaluation of the school makes considerable use of informal methods through excellent lines of communication; formal analysis is at an early stage. A thorough and well considered programme of assessment has been introduced to assist the identification of pupils' strengths and areas for development. The recommendation of the previous inspection that the school redefine the role of subject leaders following the implementation of the IPC and IMYC has been partially met, in that subjects in Years 1 to 6 are now managed by phase leaders. However, there is no monitoring to ensure that teachers' planning follows the current National Curriculum in English and mathematics in the correct year group nor of continuity in the curriculum as pupils progress up the school, for example when moving from Year 6 to Year 7. Although the curriculum delivered is suitable for those with SEND and some EAL pupils, there is not always sufficient challenge for more able pupils.
- 5.7 The warm relationships throughout the school and the very positive comments from pupils both in the questionnaires and at interview are testimony to the strong commitment to the personal development of each individual pupil. From their earliest days in the EYFS to the preparation for the next stage of their education, there is a focus on promoting pupils mental and physical wellbeing. The safeguarding policy is successfully supplemented by a network of support systems and pupils all know that there is someone they can talk to should the need arise. Ancillary staff, such as lunchtime supervisors, are also trained to be aware of pupils' emotional needs and liaise readily with form teachers. The importance of well-being extends beyond the pupils to staff and the broader school community. There is recognition of the need for pupils to enjoy family life once the school day is over and this is reinforced in the homework policy.
- 5.8 With the addition of Year 9, it was appreciated that pupils in the upper part of the school required a new identity. Pupils have their own uniform to reflect their maturity. The system of rewards and sanctions has been revised for pupils in Years 7 to 9 to reflect typical senior school practice and the success of this is being monitored by the leadership team. At interview, some pupils expressed the view that there had been more changes than expected as they made the transition from juniors to seniors. Inspection observations, whilst acknowledging the strength of provision at this level, also noted the change not only to behaviour management and the broader curriculum but also to teachers' expectations.
- 5.9 The school ethos of developing lifelong learners extends to staff. There is a generous budget for staff development and staff are encouraged to broaden their own qualifications as well as to attend courses of benefit to their teaching and care of pupils in the school. There is a supportive performance management system in place and all teaching staff are set targets for classroom performance as well as personal goals for their own self development.

#### **5.(c) The quality of links with parents, carers and guardians**

- 5.10 The quality of links with parents, carers and guardians is excellent.
- 5.11 The school maintains a highly constructive relationship with parents. In the questionnaire, parents showed great satisfaction in almost all areas. Channels of communication are extensive and varied. Email is used comprehensively to communicate between home and school with meetings being readily available when necessary. Weekly newsletters, including advice on health matters from the school

nurse, and the school website are informative, and there is a detailed information booklet for parents. There is a separate handbook for parents of children in EYFS, and families are visited at home before each child starts in the nursery.

- 5.12 Parents have excellent opportunities to be actively involved in the work and progress of their children. Breakfast meetings with the Head allow a chance to talk about general school issues. Workshops for parents, taking place weekly through the winter months, are organised on topics such as school aims, happiness, learning to read in EYFS, EAL, mathematics and English and have also included a visiting author and conductor. Parents have the opportunity to go to school with their children on 'Bring your parents to school day'. The FPTA aims to enrich the school community and holds special events such as harvest festival, bonfire night and the summer fair. They also serve drinks at sports day and prepare special lunch days for pupils.
- 5.13 School reports are issued three times per year, which give assessment results and targets for improvement. A few parents on the pre-inspection questionnaire expressed dissatisfaction with the information on pupil progress. The school has just changed the timing of reports to match the assessment cycle, with parent teacher consultation meetings taking place shortly after the receipt of the report, thus enabling parents to obtain more detail if required.
- 5.14 The school aims to deal with complaints as quickly as possible with the majority of issues being dealt with by the class teacher. Records of these are kept correctly and with a high level of care. The Head also greets those coming into the school gate each morning giving parents the opportunity for a quick discussion.
- 5.15 In the pre-inspection questionnaire, the overwhelming majority of parents agree that the school encourages them to be involved in its life and work, that information about the school and policies is readily available and that they can communicate easily with the school.

## **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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

### **Inspectors**

Mrs Serena Alexander	Reporting inspector
Mr Richard Hester	Team Inspector (Former Head, IAPS)
Mr Andrew Bailey	Junior Team Inspector (Head of Junior School, COBIS)