



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

British Embassy School Ankara

April 2022

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School's Details

School	British Embassy School Ankara			
Address	British Embassy School Ankara Sehit Ersan Caddesi 46/a Cankaya 06680 Ankara Turkey			
Telephone number	+90 (0)531 254 55 72			
Email address	admin@besaturkey.org			
Headteacher	Mr Andrew Ryan			
Chair of governors	Mr Martin Robinson			
Age range	3 to 14			
Number of pupils on roll	198			
	Early Years	36	Primary Years 1 to 5	98
	Middle Years Years 6 to 9	64		
Inspection dates	4 to 8 April 2022			

1. Background Information

About the school

- 1.1 British Embassy School Ankara (BESA) is an independent co-educational day school. It was founded in 1959 and moved to its present site in the grounds of the British Embassy in 1964. The school operates on a not-for-profit basis, with a board of governors, including representatives from the British Embassy. Since the previous inspection, the school has opened a purpose-built extension for children in the early years within the existing footprint of a classroom demolished in 2017.

What the school seeks to do

- 1.2 The school aims to provide an environment where pupils are safe, treated with respect and encouraged to learn. It seeks to provide a broad and stimulating environment which encourages each child to fulfil their potential and to develop the personal attributes necessary to become responsible global citizens.

About the pupils

- 1.3 Pupils come from the expatriate diplomatic and business communities as well as from the local Turkish population. Pupils from 31 different nationalities attend the school. Many families are highly mobile resulting in a high turnover of pupils. The school has identified 44 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 21 of whom receive additional specialist help. English is an additional language (EAL) for 118 pupils, whose needs are supported by their classroom teachers and through specialist interventions. Data used by the school have identified 27 pupils as being the more able in the school's population, and the curriculum is modified for them.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in October 2016.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 The school provides a broad curriculum which enables the pupils to enjoy a wide range of educational experiences. The curriculum is planned effectively to meet the needs of all pupils, enabling them to learn and make good progress. The curriculum planning incorporates key components from the National Curriculum and the EYFS framework in the United Kingdom (UK) for mathematics and English, and the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) for most other subject areas. The planning ensures successful development across the curriculum including the acquisition of English for those pupils for whom English is an additional language (EAL). There is a suitable programme of careers education for pupils of senior school age. Appropriate arrangements are made for the teaching of personal, social and health education (PSHE) which, along with other areas of the curriculum, actively promotes fundamental British values and prepares pupils for life in British society. Whilst not extensive, there is a suitable range of extra-curricular activities. The middle years directed activity programme provides additional opportunities for pupils to engage in a wide range of activities such as archery and ice-skating.
- 2.4 Teaching meets the needs of all pupils, including those with SEND, EAL and the more able through a range of appropriately structured activities which provide both support and challenge, when required. Teaching makes effective use of a wide range of resources, including information and communication technology (ICT) and a well-resourced library. Teachers assess pupils' work effectively, providing helpful and encouraging feedback that helps pupils to understand how they can improve. The teaching ensures that pupils behave appropriately and it does not undermine fundamental British values. Teachers demonstrate good knowledge and understanding of the subject matter being taught, including for the oldest pupils in the school.
- 2.5 There is a suitable framework in place to assess pupils' performance. On entry to the Nursery standardised testing for emerging literacy and numeracy skills and motor development is carried out giving some indication of potential. Standardised ability testing is carried out from Year 3 onwards using cognitive ability assessments.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school actively promotes equality for all, including those who fall under the protected characteristics of The Equality Act in the UK, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. The school's arrangements enable pupils to develop their self-knowledge, self-esteem and self-confidence and to distinguish right from wrong and to respect the civil and criminal law of England and the host country. School provision encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others and be responsible citizens. Arrangements promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.10 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.11 The school has a suitable safeguarding policy that reflects the requirements of a school in Turkey and also incorporates statutory guidance from the UK, such as *Keeping Children Safe in Education 2021* and *Working Together to Safeguard Children*. The designated safeguard lead (DSL) maintains detailed records of any safeguarding concerns. These records include the nature and type of such concerns, allowing effective monitoring and tracking to identify any patterns or trends. Any pupil identified as being potentially vulnerable is monitored effectively. This is particularly important as the school does not have access to safeguarding partners and children's social services, as they do not exist in the host country in the same way that they do in the UK. All staff, including those with a safeguarding responsibility, are trained effectively. Some of this training is carried out on-line, whilst other training is undertaken in the UK or by visiting speakers. This also includes training in the identification of extremism. The DSL maintains a record of all the training undertaken and oversees the training requirements. There is an effective system of oversight by governors including the review of policy and the safeguarding reports presented by the DSL.
- 2.12 The school has a suitable behaviour policy which reflects non-statutory guidance from the UK. The policy is supported by effective pastoral systems that underpin the personal development of the pupils. The school maintains thorough and detailed logs of any behavioural incident and is able to identify any patterns or trends. Pupils understand the school's rewards and sanctions system and feel that it underpins the positive behaviour around the school. The school rejects corporal punishment, and a log of serious sanctions is maintained.
- 2.13 As with behavioural matters, the school takes any case of bullying seriously. Pupils are confident that there are adults to whom they can talk should they have any worries and know that their concerns will be acted upon appropriately. Records enable the school to identify different types of bullying, such as racist, homophobic or gender-based, and the school has secure systems in place by which to respond.
- 2.14 The school has a suitable health and safety policy which is implemented effectively. Suitable records and logs are kept on the maintenance of all equipment related to health and safety. Due regard is paid to the health and safety of the school site, as confirmed during the tour and whilst carrying out other inspection activities.
- 2.15 The school has suitable arrangements to protect members of the school community from the risk of fire. There is a suitable fire risk assessment policy. Fire equipment is regularly maintained and tested. Fire drills are held regularly, and pupils confirm that they know what to do in case of fire.
- 2.16 The school has an appropriate first-aid policy, which is implemented effectively. Any medicine is administered appropriately, and suitable records are kept with parents being informed as required. All records and medicines are stored securely. Suitably trained staff are always available, including some with a paediatric first-aid qualification. The school nurse oversees all first-aid arrangements and ensures that staff are made aware of any medical needs of the pupils.
- 2.17 Pupils are supervised effectively at all times of the school day, including before and after school, at break times and at lunchtime. Attendance registers are suitably maintained with any unknown absences being followed up promptly. The school maintains a register of admissions which includes all the required information. All registers are maintained and backed up for a period of three years.
- 2.18 The school has a suitable risk assessment policy that reflects the nature of the school site and the range of activities that take place. Suitable risk assessments are carried out for key areas where the

risk may be judged to be greater, such as the cookery area, science room and sports hall. Staff are supported in the filling out of risk assessments by senior leaders, ensuring that risk assessments are dynamic and meaningful. Suitable risk assessments are in place for all trips and visits, including residential and for those when activities are carried out by a third party.

Part 4 – Suitability of staff, supply staff, and proprietors

2.19 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.20 The school has a suitable safer recruitment policy. The DSL oversees all recruitment procedures and is responsible for ensuring all required checks are carried out and recorded on the single central register of appointments. Suitable checks are carried out for all staff, governors and anyone who comes into contact with pupils in areas that are judged to be a regulated activity. The recruitment process is secure and reflects both local requirements and the relevant requirements for schools in the UK. Detailed staff files support the school’s recruitment process. The school does not use supply staff from an agency.

Part 5 – Premises of and accommodation at schools

2.21 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.22 The school has suitable toilet, washing and changing facilities. Toilets are located throughout the school building, are easily accessible, and pupils report that they are kept clean. There is a suitable shower available for older pupils’ use, but the location is not ideal. The medical room meets requirements of the BSO standards as it has a sink with running water and is adjacent to a toilet. The room has space for the treatment of pupils and is appropriately staffed throughout the school day. The school site is maintained to a level that ensures the health, safety and welfare of the pupils. The acoustics in the teaching areas ensure that pupils can work on the activity set therein. Suitable internal and external lighting is in place. Pupils have access to fresh drinking water throughout the day. There is a wide range of spaces where pupils can both play and relax at break and lunch times. The school makes use of nearby sporting facilities for any outdoor physical education and games.

Part 6 – Provision of information

2.23 The standard relating to the provision of information [paragraph 32] is met.

2.24 The school ensures that all required information is made available to parents of both current and prospective pupils, predominantly through the school website. This includes the contact details for the school, the headteacher and the chair of the governing body, and a statement on the school’s aims and ethos. The school website also contains details of the arrangements for the educational provision for pupils with SEND and those for whom English is an additional language. Details of the school’s academic performance are also made available. On an open area of the website, the school makes available key policies and documents such as those relating to the curriculum, safeguarding, handling of complaints, behaviour, anti-bullying, health and safety and first aid. Copies of the school’s latest inspection report can also be accessed through the school’s website. Parents receive both termly and end-of-year reports on their children’s progress.

Part 7 – Manner in which complaints are handled

2.25 The standard relating to the handling of complaints [paragraph 33] is met.

2.26 The school’s complaints policy is made available on the school website. The complaints policy allows for any concern to be considered initially on an informal basis. It then ensures that it has suitable

arrangements in place for a formal complaint to be made in writing. Finally, provision is made for a hearing before a panel which includes an independent member and allows for the parent complainant to be accompanied. At this panel stage, there are suitable arrangements in place to allow the panel to make findings and recommendations and for a confidential record to be kept of such findings.

Part 8 – Quality of leadership in and management of schools

2.27 The standard relating to leadership and management of the school [paragraph 34] is met.

- 2.28 The school's leadership and management ensure that they have the required knowledge and skills, which are applied effectively, to ensure that the BSO standards are met consistently in order to actively promote the well-being of the pupils. Regular policy review and checks on effective implementation ensure pupils are well cared for. School leaders work harmoniously with governors strengthening the school's arrangements.
- 2.29 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- 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;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendation

3.3 The school should make the following improvements.

- Strengthen pupils' knowledge, skills and understanding across all subjects by ensuring teaching consistently captivates their interest and feeds their enthusiasm for learning.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils' progress over time is consistently good and sometimes rapid, as shown by the school's data from various forms of external standardised and internal assessments. There is no noticeable difference in rates of progress from different groups. Pupil attainment is often above levels for those taking the same test around the world. A comprehensive tracking system allows the school to monitor individual progress, as well as that of cohorts or within different subject areas. The progress of pupils with SEND and those for whom English is an additional language, is in line with their peers due to the high quality of interventions and support that they receive. These findings were also confirmed in the scrutiny of pupils' work, in lesson observations and through discussions with staff and pupils. In response to the questionnaire, almost all parents supported this view feeling that the teaching enables their children to make good progress and develop skills for the future. The excellent levels of achievement supports the school's aim to provide a broad and stimulating environment which encourages each child to fulfil their potential.

- 3.6 Pupils display excellent knowledge across a diverse range of subject matters supported through leadership and management initiatives to provide a breadth of diverse opportunities. These include the competence by young pupils in letter recognition, number and art, younger primary pupils in Turkish, when it is not their native language, through to the oldest pupils' mathematical accomplishment or offering critiques on a United Nations resolution skilfully using preambulatory and operative clauses.
- 3.7 Pupils' excellent knowledge and skills are supported by a wide range of additional educational experiences such as through middle years directed time with archery and ice skating, or early morning sessions with a sports focus such as running or football. The breadth of the pupils' educational experience and knowledge acquisition is strengthened through a range of exciting and well-planned trips and visits. Pupils' good progress and strong learning techniques are supported by experienced staff who set high expectations so that pupils are challenged to do their best, whilst also encouraging them to take a lead in their own learning. Occasionally, teaching in some subjects does not spark pupils' enthusiasm sufficiently to enable them to really show what they know and what they can do to extend their learning. This supports the views of a few pupils in their responses to the questionnaire who felt that some lessons are not interesting or challenging.
- 3.8 Pupils' communication skills are excellent. They are confident when communicating orally with others. They listen actively to the views of their peers, and put their thoughts down expressively on paper. High expectations from staff ensure that these skills are applied in all aspects of school life. Pupils showed themselves, in discussions with inspectors, to be excellent oral communicators. They shared sophisticated thoughts and ideas in an engaging manner. Children in the Nursery showed excellent communication skills when running their ice cream parlour, including taking orders, money and negotiating whose turn it was to use the ice cream scoops. Pupils are skilled writers, and this is reflected in the quality of their written pieces seen in work scrutiny. They are competent at writing for a range of purposes including letter writing, creative endeavours and factual presentations. Children in Reception confidently shared their knowledge of sound blending. Primary pupils showed skill when using adverbial clauses to strengthen their writing, whilst the oldest pupils showed an excellent depth of understanding of Shakespeare, describing the Friar's plans to rescue Juliet and describing Juliet's thoughts about her 'death'. Pupils develop strong reading skills from an early age, and those with SEND are supported well through the interventions programme.
- 3.9 Pupils display strong mathematical knowledge but, more importantly, understand the importance of mathematics beyond the subject itself. This is reflected in their tenacity at problem solving and investigational work. From a young age, pupils have an excellent understanding of number and they build on these foundations as they move through the school. Pupils responded well to teaching that was pacy, engaging and challenged their needs. The youngest children showed a strong understanding of number consolidation and could use set 10 apparatus to show two-digit numbers. Older pupils confidently worked out the volume of complex three-dimensional shapes. Pupils apply their mathematical knowledge and skills well to other areas of learning. This was shown in the woodland environment when the youngest children talked about the number of legs different species have, and in a science lesson for older pupils when they used data expertly to demonstrate the complex social and architectural structures within an animal kingdom.
- 3.10 Pupils are competent users of information and communication technology (ICT) and understand the importance of this in supporting other areas of the curriculum. This was confirmed in work scrutiny and in discussions with pupils. They understand the significance of the successful use of ICT in their later lives. Pupils enjoy using technology to research projects and to present their ideas. From an early age children competently use programmable toys which provides the basis for later development in coding. Pupils demonstrated their understanding of ICT during lockdowns, using it extremely well to ensure they accessed all aspects of the curriculum and associated learning. The success of this programme stems from initiatives of the school's leaders to ensure that the school provided the best education possible in challenging circumstances.

- 3.11 Pupils' ability to develop their study skills is excellent. They show well-developed higher-order skills and are able to draw upon a suitably wide range of sources. Support lessons for those who require them ensure that pupils are helped to develop these skills, despite often finding the learning process a challenge. Independence in thinking is promoted right from the earliest ages, whilst structured presentations allow the older pupils the opportunity to use these higher-order skills. Pupils are confident in their belief that they can analyse and respond to complex problems through focus and initiative, which is a skill set that will support them well as they move through school and in later life. This was confirmed by the inspection team during lesson observations and in discussions with the pupils. They show a strong ability to be able to hypothesise and really think through their work. In discussions, pupils spoke positively of the levels of challenge in their subjects believing this was a great way to test their own thinking and perceived ability. Older pupils in a French lesson were working on GCSE questions and were able to use a variety of resources to help them, such as text books, pupil notes, ICT, dictionaries and individual white boards. Pupil scientists were skilled at drawing on key information to be able to put forward a credible hypothesis such as when older pupils were researching animal migration, particularly looking at whether magnetism forms part of this.
- 3.12 Pupils achieve well in a diverse range of activities ranging from chess to art and debating to drama. Pupils are accomplished at both individual and team level and are enjoying picking up on activities that could not take place during lockdowns and when restrictions were in place. Pupils compete at a high level both locally and internationally in a variety of sports as part of the Black Sea Schools Group and Turkish International Sports League. Pupils are successful in international art competitions and achieve good results in music examinations. On the academic side, pupils achieve well in mathematics and writing competitions as well as being successful debaters as part of the Junior Model United Nations conferences where they regularly receive honourable mentions.
- 3.13 The pupils' attitudes are excellent in all areas, and this is a real strength of the school. They are keen and eager to learn, and working collaboratively comes as second nature. This is a particularly fine quality after the long time of remote learning and often working in isolation. They work well together and play an important part in one another's learning experience. Pupils confidently show initiative and can work independently in a focused manner when necessary. This judgement is supported by most pupils in their responses to the questionnaire. Pupils have a decidedly positive approach to their learning. They know the importance of trying hard and being focused as an important element of future success. For example, children in the early years enjoyed the learning process and were fully engaged due to the wide range of stimulating activities provided. Primary pupils showed excellent collaborative skills when in mathematics they responded well to the eight times table introductory song, which they sang with gusto, and then carried this enthusiasm straight into their more formal work. Pupils in the middle years demonstrated excellent attitudes as they discussed, in pairs, and then as a class the idea of FOMO (Fear of Missing Out) and social media.

The quality of the pupils' personal development

3.14 The quality of the pupils' personal development is excellent.

- 3.15 Pupils show high levels of self-confidence and self-esteem. They are reflective on how this has developed through appropriate support and challenge. Pupils show high levels of resilience and are not scared off by challenge. This excellent level of self-understanding is supported by the school through a focus on how they can improve their own learning. PSHE lessons, residential trips, a range of activities and class discussion times all add value in this area. The depth of their self-understanding was shown particularly in discussions with the inspectors. This element of personal development is one that is nurtured by the school and, as a result, pupils are then well prepared for the next stages of their lives, wherever in the world that might be. This is a view supported by most parents who responded to the questionnaire and one that reflects the school's aims to develop the pupils' personal attributes necessary to become responsible global citizens.

- 3.16 Pupils are strong and effective decision makers. They know their own limitations but are not scared to push their decision-making skills because they know that they will be supported by the school every step of the way. Pupils are able to articulate and demonstrate they have an excellent understanding that the decisions they make affect themselves and others. The school provides opportunities for pupils to make decisions about their learning, such as in the woodland learning environment, or the wider school community, such as through the student council, student librarians and the Junior United Nations. From an early age, children are excellent decision makers, whether it be through the activities that they choose or the friends with whom they work and play. In discussions with inspectors, older pupils showed an excellent understanding of how what they are doing in school now will help them when moving on to their next school and for career choices in the future.
- 3.17 Pupils have an excellent appreciation of non-material aspects of life, whether this be from the variety of religions represented and celebrated within the school community or through the natural world, which is found within the school grounds. Older pupils marvelled at the first sighting of a wild tortoise emerging after hibernation, whilst pupils of primary age commented meaningfully on the sounds of nature that they could hear during a walk outdoors. Pupils show a deep love of art whether this be through their own creations or the appreciation of the work of world-renowned artists. Pupils involve themselves in deep philosophical debate, and this has a positive impact on their spiritual development. Pupils' spiritual development is strengthened through trips and visits to places that are both inspirational and beautiful.
- 3.18 Pupils have a strong moral understanding. They appreciate what is the right thing to do and spoke of how teachers support and help them in this, even when they do not always get it right. The standards of behaviour of the pupils are excellent and are underpinned by the school's excellent pastoral support systems such as the *Personal Goals* and *Golden Rules*. They behave well towards each other, can clearly distinguish between right and wrong, and respect the school rules and behavioural expectations. Staff ensure that pupils are reminded, when necessary, of the impact their behaviour is having on others. An overwhelming majority of pupils, staff and parents believe that the school has high behavioural expectations. Pupils also have a clear understanding about respecting systems of rules and laws, with *British Values Day* being one example of this.
- 3.19 Pupils have a mature approach to their own social development. They understand that sometimes working well together can be challenging but they are able to see things from the viewpoints of others. Working effectively with others in a collaborative manner is a strength of the school and is seen in almost every lesson. Pupils work well with each other, and the teachers ensure that opportunities are built into lessons when appropriate. This is particularly noteworthy after so much of their recent learning took place online and on their own and could have had a negative impact on their social development. However, the school has been mindful of this and has introduced a range of strategies to ensure pupils' opportunities for social cohesion are enhanced. Children in Reception quickly learnt about effective teamwork when identifying shape and colour sequences on the interactive whiteboard. They realised that they had to work together to ensure success and avoid frustration. Younger primary pupils willingly worked together to produce their musical extravaganza, always being supportive of one another's efforts. Older pupils worked together expertly to critique each other's written work, doing so maturely and with respect to the opinion of their partner.
- 3.20 Pupils have an excellent understanding of their role in contributing positively to the lives of others, whether within the school or outside, even though the pandemic has restricted some of their usual interactions. They have a strong sense of community responsibility and are unselfish in their desire to help others and their planet. Pupils speak passionately about the United Nations sustainable development goals initiative and beach cleaning as part of a residential trip. Pupils have loved their involvement in other specific green projects such as working with the embassy on a tree scheme with the pupils planting conkers to grow saplings for future transplanting. A further example of pupils supporting their school community included pupils in Year 3 producing posters for those in Year 1 to

show them how to stay safe in the sun. Pupils also respond positively to individual projects such as taking part in a *Readathon* which raised over £2,500 for two schools in Ankara.

- 3.21 Pupils demonstrate an excellent respect for others and clearly value diversity, both amongst their peers within school and also in the wider world. Treating people with respect is a cornerstone of the school's aims and one that is achieved most successfully. The pupils' cultural understanding is actively promoted by the school through planned activities to teach and reinforce this, as well as making the most of opportunities as they arise. Pupils' thinking and attitudes towards diversity and tolerance are enhanced and challenged through assemblies across the year. This year, they have covered areas including Holocaust Memorial Day, International Women's Day, World Refugee Day and World Day against Child Labour. Pupils have a deep understanding of respecting one another, whatever their background and beliefs. They are naturally sensitive to the needs of one another. Pupils love learning about different cultures and ways of life, such as when the librarian, when working with younger pupils, captivated their interest with a Japanese street theatre demonstration. Such activities support the pupils' excellent appreciation of different backgrounds and encourage respect for cultural understanding, a view supported by most pupils, staff and parents in their responses to the questionnaires.
- 3.22 Pupils have an excellent understanding of how to stay safe and healthy through a combination of dedicated PSHE lessons as well as making the most of cross-curricular links in other subjects. Following on from recent lockdowns, they also understand the importance of being mentally healthy. In discussions, pupils said they value the frequent online one-to-one meetings that took place between pupils and staff during the lockdowns to check up on their mental well-being. Pupils' excellent understanding is strengthened through lessons that have a particular focus, such as in a primary PSHE lesson when pupils watched the teacher carry out an experiment outside to show the effect of a lit cigarette on lungs, which demonstrated very graphically what happens. Personal hygiene was also maturely discussed in a middle years' form time. Pupils have an excellent understanding of the importance of exercise as part of their physical well-being. They feel safe in school and this was confirmed in their responses to the questionnaire and supports part of the school's aims. Pupils have an excellent understanding of on-line safety stating that this is covered regularly in school.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with 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 form times and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Graham Gorton

Reporting inspector

Mr Andy Falconer

Team inspector (Head, IAPS school, United Kingdom)