



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **BRITISH SCHOOLS OVERSEAS**

### **INSPECTION REPORT ON THE BRITISH SCHOOL IN TOKYO**

# INDEPENDENT SCHOOLS INSPECTORATE

## The British School in Tokyo

Full Name of School	<b>The British School in Tokyo</b>			
Address	<b>The British School in Tokyo</b>			
	<b>21-18-1 Shibuya</b>			
	<b>Tokyo</b>			
	<b>150-0002</b>			
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Email Address	<b>bchristian@bst.ac.jp</b>			
Head	<b>Mr Brian Christian</b>			
Chair of Governors	<b>Mrs Marianne Black</b>			
Age Range	<b>3 to 18</b>			
Total Number of Pupils	<b>873</b>			
Gender of Pupils	<b>Mixed (462 boys; 411 girls)</b>			
Numbers by Age	0-2:	<b>0</b>	5-11:	<b>461</b>
	3-5:	<b>120</b>	11-18:	<b>292</b>
Number of Day Pupils	Total:	<b>873</b>		
Inspection dates	<b>03 Mar 2015 to 06 Mar 2015</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 October/November 2011.

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.**

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The British School in Tokyo was established in 1989 to serve the local British community. The school has changed significantly since its establishment, having extended its age range and steadily growing in size to include secondary and more recently an expanding sixth-form provision. It serves both the British and international communities, with pupils from more than 50 nationalities.
- 1.2 The school aims to provide an outstanding British education in the English language to the international community of Tokyo and to educate them in accordance with seven clearly stated values: balance, resilience, intellectual curiosity, thoughtfulness, independence of mind, self-assurance and honesty. Accordingly it aims to be a leader in the provision of a first-class, values-driven international education with an emphasis on outstanding teaching, academic achievement, service to others, tolerance, teamwork and leadership, thereby bringing out the best in each pupil within a strong and supportive community.
- 1.3 The school operates as a 'not for profit' trust independently of, but legally owned by, two Japanese educational establishments: Shibuya Kyoiku Gakuen and Showa Women's University. The school occupies accommodation on two sites that are some distance apart in the city centre, with the Nursery, Reception and Years 1 to 3 of the primary school in the school's original building in Shibuya. Years 4 to 6 of the primary school, and the secondary school, comprising Years 7 to 13, are based in a building on the campus of Showa Women's University with access to other facilities of that campus. Governance is the responsibility of a board of twelve trustees.
- 1.4 There are 873 pupils on roll, with 581 in the primary school and 292 in the secondary school. Of these, 120 are in the Nursery and Reception, and 49 in the sixth form.
- 1.5 The primary school has identified 52 pupils as having special educational needs and/or disabilities (SEND), 33 of whom require specific intervention from the school. The secondary school has identified 12 pupils with SEND, all of whom require specific class support. There are 298 pupils in the primary school and 144 in the secondary school for whom English is an additional language (EAL). Additionally the school makes provision for more able pupils at all stages of their education.
- 1.6 The school is non-selective. There is a very wide spread of ability, but the overall ability range is above the British national average.
- 1.7 English National Curriculum nomenclature is used throughout by the school from Year 1 and throughout this report to refer to year groups. The year group nomenclature used by the school from the Nursery to Reception and its National Curriculum equivalence is shown in the following table.

### Foundation Stage

School	NC name
Nursery	Foundation Stage 1
Reception	Foundation Stage 2

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school fully meets its aims to be a leader in the provision of a first-class, values-driven international education, based on the best of the English National Curriculum, with a reputation for excellence and an emphasis on outstanding teaching, academic achievement, service to others, teamwork and leadership. From the EYFS onwards, pupils are highly successful in their learning and personal development and become confident learners both independently and collaboratively. Despite its non-selective intake, pupils achieve significant success in public examinations and many pupils leave to attend leading universities across the world. Pupils, including those with SEND and EAL and those who are more able, make excellent progress as they develop extremely positive attitudes to learning. Excellent curricular and extra-curricular provision provides ample opportunities for pupils to flourish both in and beyond the classroom. Pupils achieve considerable success in a variety of extra-curricular programmes and external award schemes, both as individuals and within teams. Pupils are strongly supported by the excellent quality of teaching throughout the school. The contribution of teaching assistants to the educational experiences of pupils in the primary years is very significant and most effective. Links with the local community are very strong and the pupils benefit from an enriching range of trips and visits.
- 2.2 The school has a strong international character but remains distinctively British. The school fully meets its aims to develop within the school community the values of balance, resilience, intellectual curiosity, thoughtfulness, independence of mind, self-assurance and honesty. The quality of pupils' personal, spiritual, moral, social and cultural development is excellent. The primary school council and the secondary school student union provide extremely effective ways in which pupils may be heard. The arrangements for pastoral care are excellent and the recently adopted vertical tutoring system in the secondary school is making a very positive impact. Standards of behaviour are exemplary. The arrangements for the welfare, health and safety of pupils are excellent. Through their pre-inspection questionnaire responses and in interviews, parents indicated overwhelming support for the school approach to safeguarding and welfare. Pupils' questionnaire responses and interviews showed that they felt safe and happy. Both school sites and their buildings and facilities are extremely well maintained.
- 2.3 The governance, leadership and management of the school are excellent. Governors understand their responsibilities and discharge their duties effectively. They are especially attuned to the need to ensure that safeguarding receives a very high priority, bearing in mind the fact that the school shares both its sites with other institutions and the consequent need to be proactive in its analysis of associated risks. Since the previous inspection the governors, working closely with leaders and managers, have overseen a significant expansion of the secondary part of the school and the management has begun the process of adjusting its roles accordingly. Parents' pre-inspection questionnaire responses were wholehearted in their appreciation of the governance and of the leadership. The quality of links with parents, carers and guardians is excellent. With a very small number of exceptions, parents were most appreciative of the frequency and character of information provided about their children and events within the school.

## **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. Further develop the assessment and management of safeguarding risks associated with sharing a site with other institutions.
2. Employ baseline testing in the primary school to establish internationally accepted benchmarks against which pupils' performances may be compared.
3. Further develop the leadership and management given the continuing expansion of the secondary school as well as the introduction of vertical tutoring.

### **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' achievements and of their learning, attitudes and skills is excellent throughout the school, in line with the school's aim of a reputation for excellence and emphasis on academic achievement.
- 3.2 Throughout the primary years of the school, pupils receive an excellent educational experience in developing their knowledge, skills and understanding, which they are encouraged to apply across every area of the curriculum, well supported by access to information and communication technology (ICT). They show high levels of progress in language development in the EYFS and through the remainder of their primary school education. Pupils listen attentively, express their ideas thoughtfully and compose written work to a high standard. The pupils use their well-developed literacy skills effectively in both reading and writing and this is evident in all subject areas. Investigation skills are put to confident use in scientific experiments. Pupils show high levels of application and participate enthusiastically as seen in physical education (PE) lessons to achieve increasing levels of fitness. They demonstrate well-developed creative skills through art, drama and music. The achievements in independent schools sporting competitions in the Tokyo area include winning both girls' and boys' football competitions and three cross-country running gold medals. Pupils also achieve high standards in music: in 2015 pupils were awarded six distinctions and nineteen merit grades in their ABRSM examinations.
- 3.3 Primary school pupils do not take standardised baseline tests. However, given the non-selective intake of the school and the fact that pupils join at various points of entry during the school year, pupils of all abilities and needs appear to make significant progress in the primary school. The high proportion of pupils in the primary school with EAL shows rapid progress in literacy, as identified for example in Year 2 literacy books and Year 6 work on Shakespeare.
- 3.4 In their secondary years pupils show excellent levels of knowledge, understanding and skills. They have highly developed levels of speaking, listening, reading and writing and demonstrate sophisticated logical and analytical thought, through application of mathematics and scientific knowledge. Pupils demonstrate high levels of ability to reason, they work both collaboratively and independently and there was much evidence of learning supported by ICT. The pupils' work, as observed in scrutiny of their books and files and in class, was neat, thorough and of a very high quality. Many of these qualities are in line with the BRITISH learner values, particularly those encouraging pupils to be inquisitive, independent, resilient and self-assured. Creativity is demonstrated both in and out of the classroom and also for example with the production of video films on some residential trips. Pupils participate with enthusiasm and skill in physical activities from beginners to elite levels and regional success is achieved in several sports including volleyball, futsal and cross-country championship. Pupils have enjoyed successes in UK-based mathematical and scientific competitions with many winning prizes and awards. Pupils have enjoyed significant accomplishments in music, with some 150 taking ABRSM examinations each year and many of these achieving the highest level. All pupils in Year 10 take the Duke of Edinburgh's Bronze Award and very many of these go on to Silver and Gold awards.
- 3.5 Results for both IGCSE and A level for the Years 2012 to 14 are above the UK average for maintained schools, and similar to the UK average for maintained

selective schools. These are the most recent three years for which comparative statistics are currently available. The ability profile of the secondary school is above the UK average, with most pupils having at least above average ability. The ability profile of the sixth form is above the UK average for pupils in sixth-form education, with most pupils having ability that is above or in line with the average. Results for 2014 indicate that those at IGCSE show improvement on the previous three years' performances. No significant differences were noted in the IGCSE and A-level performance of those pupils with EAL. Many pupils in the sixth form are highly successful in obtaining places at leading universities in a variety of countries.

- 3.6 The level of attainment in IGCSE, and the standardised measures of progress that are available, indicate that pupils make progress in the senior school that is good in relation to the average for pupils of similar abilities in the UK. The level of attainment at A level, and the standardised measures of progress that are available, indicate that pupils make progress in the sixth form that is appropriate in relation to the average for pupils of similar abilities in the UK.
- 3.7 There was significant evidence of high levels of progress for all pupils, including those with EAL, those with SEND and those who are more able. Almost all pupils study Japanese and make exemplary progress in this relative to their starting points, in addition to following the English National Curriculum.
- 3.8 Pupils throughout the school from the EYFS onwards have extremely positive attitudes to learning and show great enthusiasm for their work. They demonstrate in their learning high levels of motivation, initiative, intellectual curiosity and organisation. They enjoy excellent relationships with their teachers and each other.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent throughout the school.
- 3.10 The school provides an effectively broad and balanced curriculum which makes a significant contribution to pupils' learning and achievements from the EYFS onwards. Pupils are offered a wide range of learning opportunities, fully meeting the aim of the school to provide a holistic education through a wide range of opportunities and experiences both in and beyond the classroom. There is excellent curricular provision in areas of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. In their pre-inspection questionnaire responses, parents indicated that they are overwhelmingly satisfied with the range of subjects and areas of experience provided by the school.
- 3.11 The curricular provision for pupils with EAL and SEND, as well as for those who are more able, is excellent. In responses to the pre-inspection questionnaire parents were overwhelmingly positive about the support provided by the school for those with EAL needs. In the primary years in-class teaching assistants provide excellent additional support for those with EAL and SEND. A small minority of parents expressed concern over the provision for pupils with SEND and the more able.
- 3.12 The EYFS Profile underpins the excellent curricular provision in Nursery and Reception classes. Provision in the area of communication and language development is extremely effective allowing rapid progress in speaking and listening skills. One outstanding feature is the outdoor learning area available to all pupils in Nursery, Reception and Year 1. Nursery pupils were observed in an excellent

outdoor lesson where activities were linked to their topic of ‘the people who help us’ and provided physical challenge and opportunities to develop their understanding of the world around them.

- 3.13 During Years 1 to 6, the curriculum provides a breadth of experiences for pupils in all areas of education. Time allocations and the variety of subjects are in harmony with the need to provide a broad and balanced curriculum. The curriculum also offers excellent opportunities for pupils of a higher ability to extend their learning, for example through independent learning and a range of extension activities. The curriculum also enriches pupils’ knowledge and experiences through specialist classes in music, ICT, PE, French and Japanese. Theme days, the effective use of ICT and a programme of trips and visits, supporting the work done across the broader curriculum, further enhance learning experiences. The personal, social and health education (PSHE) programme provides excellent instruction and is in accordance with the school’s aims to develop thoughtful, inquisitive and resilient learners. Pupils are encouraged to participate in community programmes and, as they emphasised in interviews, they do so enthusiastically. An example of this is the Years 4 to 6 optional community work at a centre for the elderly in Sangenjaya, where pupils help to cook dinner, clean and interact with the residents.
- 3.14 An excellent extra-curricular programme offers pupils a wide choice of activities from areas such as music, language and sports. The Year 3 contemporary dance club observed was of a very high standard. In addition, external providers lead specialist clubs, for example Taiko and Irish dancing. Residential trips are offered from Year 1 to Year 6 and provide excellent opportunities for outdoor activities.
- 3.15 In the secondary school, the well-resourced curriculum provides rigour, breadth and balance and includes Japanese throughout the school. In Years 7 to 9 the school offers an enhanced version of the English National Curriculum, including, for example, philosophy and ethics. An excellent addition to the curriculum throughout Years 7 to 13 is the ‘Electives’ programme in which pupils choose from a broad range of courses, varying from robotics and physical theatre to calligraphy and Japanese customs. This programme is designed to enhance the educational experience, typically bringing together pupils from a range of year groups. Computing is provided as a compulsory subject in Years 7, 8 and 9. The ‘Well-being’ programme, taught in Years 7 to 11, provides excellent instruction in careers, relationships, British and Japanese values and many other important life skills. Careers education includes work experience after AS examinations and higher education guidance is provided. In Years 10 and 11 pupils follow the IGCSE programmes of study, as well as continuing their study of Japanese. In Years 12 and 13, in addition to A-level subjects, pupils study critical thinking, PE and Japanese.
- 3.16 The excellent extra-curricular provision for pupils in the secondary school is rich and varied, giving a wide range of academic, cultural, creative and sporting opportunities. The programme provides an insight into and firm foundation for excellence, through world-renowned lecturers, first-class musicians and top professional sportsmen all providing instruction to pupils. Numerous educational visits, such as the four-day art trip to Naoshima, complement and enrich the curricular provision. Excellent coaching in a wide range of team and individual sports is provided by first-class professional instructors who support extremely well the needs and aspirations of all pupils regardless of skill level or starting point in the sport concerned.

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

- 3.17 The contribution of teaching is excellent throughout the school.
- 3.18 The high quality of teaching strongly supports the school's purpose to provide an outstanding British education in English. Teaching is highly effective in promoting pupils' progress. In their pre-inspection questionnaire responses pupils commented overwhelmingly positively on the support given to them by their teachers to help them learn and to make progress. Much of the teaching success derives from the consistency of approach which at its best is elevated through dynamism and flair. The school is fully aware of the need to share this excellent practice and further develop teachers' professional expertise to ensure that the strengths of all teachers may be developed.
- 3.19 Throughout the primary school, from the Nursery classes onwards, teaching is excellent. Well-planned lessons run at a brisk pace with high levels of challenge. Teachers ensure that tasks set are appropriate to age and aptitude, and that there is suitable differentiation. Effective planning ensures that the most able pupils are identified and challenged in line with their abilities and the teaching support for pupils with SEND and EAL, including booster classes, is excellent.
- 3.20 Teachers have excellent subject knowledge and successfully employ a challenging, innovative and varied range of teaching methods that meet pupils' needs and foster interest, enthusiasm and great enjoyment. Pupils are given opportunities to work independently as well as in groups. In the Nursery classes, an exceptionally well-constructed range of activities enabled pupils to make rapid progress in their development of practical and creative skills.
- 3.21 Across the curriculum and for all primary school year groups, teaching uses resources such as the rooftop playground, swimming pool and sports hall to notable effect. Teachers also use a wide variety of ICT to support learning and help to create an exciting and supportive learning environment. The deployment of teaching assistants is also highly effective in supporting and extending pupils' learning.
- 3.22 Throughout the primary school, self- and peer-assessment are well established and descriptive teacher marking gives pupils clear guidance on the standards they achieve and indicates well what they need to do to improve. An assessment and tracking system is in place and this is used effectively to enable teachers to plan work collaboratively and to support pupils of all abilities and needs.
- 3.23 The excellent quality of teaching in the secondary school fulfills the school's aim to encourage outstanding teaching. Relationships between teachers and pupils are invariably exemplary at all levels.
- 3.24 Teachers in the secondary school are secure in their subjects and passionate in supporting and inspiring pupils, establishing an atmosphere of high expectation that encourages pupils to take responsibility for their learning, behave impeccably and be industrious. Lesson observation showed teaching to be impressively consistent, reflected in thorough planning, strong co-ordination and the sharing of resources. Teaching engenders interested and prolonged engagement and focus, with many examples of challenging material and inspiring ideas, for example in a discussion about the end of the Cold War in a Year 13 history lesson. In a small number of cases the teaching is unadventurous, thereby limiting pupils' learning and progress. The best teaching is at a challenging pace, sometimes achieved by dividing a lesson into three parts: for example a Year 9 science lesson on the heart included a

computer animation, a teacher demonstration and the pupils themselves carrying out a dissection.

- 3.25 ICT is employed expertly in very many lessons, contributing to the pace and direction of the teaching. Interactive whiteboards are used to particularly good effect providing additional focus to the topics studied. Teachers make excellent and regular use of a great deal of equipment and other resources, both printed and electronic. Books are cherished. Teaching methods are discussed and developed regularly at departmental meetings.
- 3.26 Lesson observations confirm that teachers are adept and thorough in catering for the needs of those of differing abilities and needs within their classes. For example, in Year 9 the PE teaching provided significant differentiation for both weaker and stronger pupils as well as average abilities in three separate groups.
- 3.27 Conversation with pupils and scrutiny of their homework diaries confirmed that homework is occasionally not set and at times becomes bunched, a concern highlighted by some pupils in their responses to the pre-inspection questionnaire.
- 3.28 There are different approaches taken in the style and thoroughness of marking; for example in mathematics there is the view that written feedback for smaller senior classes is not so necessary. In history and English teachers make very helpful and shrewd comments, pointing the way to improvement. Regular, more formal assessment is used to inform planning and set targets, for example in mathematics, with detailed analysis, topic by topic.

## **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.
- 4.2 Every appropriate opportunity is taken to promote the development of spiritual, moral, social and cultural education through a well-planned and extremely effective whole-school approach which is fully in accord with the school's aim to provide a first-class, values driven international education.
- 4.3 In the primary school spiritual development is excellent. There is a comprehensive programme in place that allows for an understanding of the major world religions, such as a study of Islam in Year 5. Assemblies provide an opportunity for pupils to consider the spiritual aspects of life where relevant concepts and topical themes are discussed in an open and honest atmosphere which, during interview, the pupils stated was a positive aspect of the school.
- 4.4 An excellent level of moral development permeates all areas of primary school life. The pupils demonstrate a positive understanding of right and wrong, treating peers and other members of the community with a high degree of respect. Pupils are challenged to reflect on moral dilemmas such as those that surround food miles and fair trade through inquiry-based learning projects in Year 4.
- 4.5 Developing social awareness has a high priority throughout the primary school and is a key feature of activities and discussions during morning registration. Pupils have the opportunity to represent their class on the school council from Year 2 and the whole community has taken part in collections in support of the tsunami stricken communities in the north of the country and toward the building of a school in Cambodia. Older primary pupils spoke with pride of their participation in activities such as 'cooking for the elderly' and spending time at a community centre, befriending an older person and sharing time with them.
- 4.6 The importance placed on developing a strong cultural awareness is in all areas of the primary school evident from the study of both Japanese and British history, a comprehensive art and music curriculum and an extensive, complementary extra-curricular programme. Through interviews and their responses to the pre-inspection questionnaires, pupils and parents alike commented on the multi-cultural nature of the school as a particular strength.
- 4.7 The spiritual development of the pupils in the secondary school is excellent. The pupils demonstrate tolerance for each other through the collegiate nature of many of the lessons observed. Pupils support and encourage each other thoughtfully to consider global and personal issues. The 'Well-being' programme provides an opportunity for pupils to develop a strong, personal set of values through the school's BRITISH values. The philosophy and ethics course explores world faiths as well as ethical questions such as human relationships with technology.
- 4.8 The moral development of secondary school pupils is excellent. The pupils readily identify and are eager to discuss moral dilemmas in lessons and tutorials. A Year 8 computing lesson on animation considered 'Edward Snowden: Hero or Villain?' A Japanese lesson used environmental issues as a way of exploring the language of argument.
- 4.9 The social development of pupils in the secondary school is excellent. Pupils demonstrate caring and self-assured relationships with each other and with staff.

The BRITISH values are reinforced in the vertical tutoring programme that allows pupils to develop their mentoring skills as well as providing opportunities to discuss world news events. Through the BST Outdoor programme the pupils attend various camps (Hakuba) which offer opportunities for pupils to foster relationships and develop resilience. Initiative and independence of mind and spirit are celebrated.

- 4.10 The cultural development of secondary pupils is excellent. The school has a diverse cultural mix celebrated in a variety of activities which aim to encourage tolerance and harmony between as well as a deeper understanding of the cultures represented within the school community. In the Elective programme pupils explore a number of cultural activities, for example Genki Japan and Karaoke Skills. Engagement with the wider community through charitable activities is exemplary. The service component of the Duke of Edinburgh's Award Scheme is focused upon feeding the homeless and growing food in a local allotment. Other initiatives include fundraising through sponsored runs, sponsoring a child in Zambia and immersion in Japanese culture through a rural home stay.
- 4.11 The extremely well-attended outside speaker programme is particularly noteworthy as it encompasses all elements of a pupil's personal development. Year 10 pupils who research and question the guest speaker host the events. For example, a Times newspaper correspondent was interviewed on his reporting during the East Timor crisis. The level of questioning by pupils demonstrated a high level of emotional maturity and intellectual curiosity. Through such initiatives as well as through their overall educational experiences pupils develop a clear understanding of British institutions and the values of democracy, respect for others and tolerance of different beliefs and cultures.

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

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The policies and procedures relating to the safeguarding of pupils, their welfare, health and safety, including safer recruitment, meet the standards for British Schools Overseas and are implemented effectively throughout the school. There is a fully-trained designated safeguarding leader in each sector of the school and all other members of staff, governors and volunteers are provided with appropriate safeguarding training. The school shares both its sites with other educational institutions and relies to a certain extent on the security measures deployed by those institutions as well as by its own staff. Extremely high levels of vigilance were noted both within the school buildings and by the perimeter guards. Even so, the school is fully aware of the need to be proactive in its continuing assessment of the associated safeguarding risks. The importance attached to learning outside the classroom is supported by the meticulous care taken when planning and executing day and residential visits and detailed risk assessments indicate that pupils' safety is paramount.
- 4.14 All necessary measures are taken to reduce the risk of fire and other hazards associated with the occurrence of earthquakes. The school complies with the Japanese regulations for health and safety for each site. Suitable access is available for those with disabilities on each site. Medical facilities with attendant qualified nurses and suitable for school needs are in place on each site. Many members of staff have appropriate first-aid training. All accidents are recorded and in more serious cases are referred to local medical services. There is also a school counselling service for pupils, based at the Showa site. Pupils are made aware of the importance of choosing a healthy diet through science and other lessons, as well

as through class and tutorial discussions. They have many, varied opportunities to take regular exercise both within the curriculum and as extra-curricular activities. All admission and attendance records are accurately maintained.

- 4.15 Pastoral care in the primary school is excellent and is fully in accord with the school's aims to develop resilience, thoughtfulness, self-assurance and honesty. Members of staff take responsibility individually and collectively for the welfare of all pupils throughout the primary school from the Nursery onwards. Pastoral responsibility is held by all staff and any concerns for a child are discussed and an appropriate response is put in place. Any concerns are handled sensitively and pupils show care and support for each other. Pupils are praised for kind thoughts and deeds and all pupils have the opportunity to develop leadership skills and responsibility at an appropriate level for their age and stage.
- 4.16 Primary school class teachers show great care for the pupils and positive relationships are evident throughout the school and among the pupils themselves. PSHE permeates many areas of the daily life within the primary school. Pupils demonstrate excellent levels of behaviour and respond well to the reward systems. Pupils feel valued and show that they understand the values the school promotes through its aims.
- 4.17 Pastoral care in the secondary years of the school is excellent and in line with the school's aims to care for the pupils, to bring out the best in every one of them and create a sense of community with emphasis on tolerance, acceptance and support. The recently introduced 'Well-being' programme and vertical tutoring system focus on the development of the individual within a strong community and both give secondary pupils the opportunity to explore areas of personal development, relationships and communication in a supportive 'family' environment. Pupils who were interviewed said that they appreciated the caring, friendly and safe environment provided by the school.
- 4.18 Relationships are positive between staff and pupils and among the pupils themselves. In interviews and through their pre-inspection questionnaire responses pupils said that there was always an adult or senior pupil to whom they could talk if need be. Mentoring training for Years 10 and 12 pupils has allowed informed guidance and support for the younger pupils in the secondary school.
- 4.19 The school has effective procedures for promoting and celebrating good behaviour through rewards and house points. A small minority of pupils commented in responses to the pre-inspection questionnaire that the school did not always deal effectively with bullying. There are robust policies and procedures for guarding against harassment and bullying and dealing constructively with any unacceptable behaviour. Pupils interviewed maintained that the school is almost 'bully free' and that any isolated incidents are dealt with quickly and appropriately. There are effective policies and procedures to make pupils aware of e-safety and all pupils using the school's ICT systems are required to sign an 'acceptable use agreement'.
- 4.20 The school employs effective methods to seek the view of the pupils, through school council, PSHE, the 'Well-being' programme and tutor groups. A very high proportion of pupils' responses to the pre-inspection questionnaires indicated that they believed that their views were listened to and that they felt happy at school.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 The school is governed by a board of trustees and enjoys support from the British Embassy. Trustees provide very effective oversight of the school and discharge their responsibilities for educational standards, financial planning and safeguarding of the pupils' welfare appropriately, fully supporting the aims of the school. Almost all parents who responded to the pre-inspection questionnaire indicated satisfaction with the school's governance and all were happy with the values which the school promotes.
- 5.3 The excellent standard of governance is based on a thorough knowledge of the workings of the school and an understanding of its challenges as pupil numbers have grown significantly in recent years. The work of the sub-committees provides further insight into the school's work. The board keeps in close touch with the school's senior leadership and receives regular reports in advance of its meetings, enabling trustees and staff to work together to achieve a shared, creative, vision for the school. The board of trustees has an agreed, long-term strategy for the school's future as set out in the 'Statement of Strategic Intentions' and seeks to ensure that its aims are fulfilled through the school improvement plan. The board understands the need for training and is seeking further opportunities to develop its knowledge and understanding of education.
- 5.4 The board makes very effective use of the experience and wide areas of expertise of its members and provides strong support for the work of the school, enabling the school to meet its aims successfully. Financial planning is prudent and affords the necessary resources and personnel to enable the school to provide a stimulating education and achieve success for its pupils. The board takes its responsibilities for safeguarding and for pupils' welfare, health and safety seriously, approving comprehensive policies and procedures and conducting an annual review of the safeguarding policy and of its effectiveness. Safe recruitment of high-quality staff is a priority and all appropriate checks are made before employment.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 At all levels, throughout both sections of the school, leadership and management are extremely effective in accordance with the aims of the school to care for, and to educate, the pupils in accordance with clearly stated values through the provision of a first-class, values-driven international education. In their pre-inspection questionnaire responses, the overwhelming majority of parents stated that the school was well managed. At all levels, leadership and management provide clear educational direction, as reflected in the excellent quality of education and standards of personal development. Leadership and management are extremely effective in sharing and promoting the vision of the school and self-evaluation. They are active in setting priorities and ensuring that these are achieved. The school has successfully acted upon the recommendation in the previous inspection report to ensure that succession planning builds on the current excellent provision and makes best use of the delegated management structures. The school has developed a

'talent pool' of suitably qualified future leaders, supported by a comprehensive performance management structure for teachers and teaching assistants.

- 5.7 Management at all levels is very successful in securing, supporting, developing and motivating high-quality staff. The policy of travelling to the UK to meet and observe prospective new staff in their current schools is highly effective. The school gives high priority to the professional development of the serving teachers and a generous budget is provided to ensure suitable continuing training, which often takes place in the UK. Standards of oversight of welfare, health and safety and safeguarding are excellent and there are thorough arrangements for checking staff in recruitment. Several members of the leadership team have been trained in safer recruitment. The leadership and management works closely with the educational institutions with which its two sites are shared to minimize safeguarding risks.
- 5.8 The well-established, cohesive primary leadership team work hard to ensure that there is a clear vision and educational direction for the primary school. They plan effectively to implement new initiatives from England, such as the new primary curriculum and the development of assessment without levels. Excellent development planning clearly outlines how the school will develop during the next twelve months, and is allied to the plans of the school's strategic planning group. Ensuring the success of leadership and management is an important part of the school's philosophy and there are excellent opportunities for staff to develop their careers. Leadership at all levels within the primary school is well defined and roles are clearly understood by the staff. During interviews members of staff said that they felt appropriately supported by their line managers and wider leadership team which listened sympathetically to their views and ideas. Subject co-ordinators and middle leaders feel empowered to lead their relevant areas and to grow professionally, supported by high-quality opportunities for professional development.
- 5.9 In the secondary school, the senior leadership and management provides outstanding direction and guidance and faculty heads are extremely effective in overseeing their departments and ensuring the highest standards of education. The school is aware of the need to review the structure and responsibility of the management and leadership in the light of the continuing expansion of the school and of the introduction of the vertical tutoring system. Structures are in place to engender high standards and consistency of approach. Regular meetings take place at all levels to ensure that initiatives can be discussed and ideas for development can be promoted. Lessons are observed by teachers within faculties as well as by those with responsibility for educational improvement. Teachers indicated in interviews that they feel secure and very well managed and share the school's vision of providing a first-class, values-driven, international, but still distinctively British, education.
- 5.10 Underpinning the whole-school vision has been the creation of the 'Synergy' documentation that outlines and reinforces links between the primary and secondary schools. This ensures that there is a high level of co-operation and cohesion.

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

- 5.11 Links with parents, carers and guardians are excellent.
- 5.12 The school maintains highly constructive relationships with parents in full accordance with its goal to draw together and further strengthen the wider school community by developing and maintaining effective lines of communication between the school and all of its constituents – past, present and prospective.
- 5.13 The pre-inspection questionnaire responses indicated that parents are happy with the school's provision for their pupils. They are positive about the progress pupils make, the work their child has to do at home, the progress their child makes in English, the range of subjects studied, their opportunities to be involved with the school's life and work and that the school handles efficiently any concerns they may have. The school's arrangements to communicate with families are excellent and they are operated with enthusiasm, regularity and effectiveness, and include full and detailed information on pupils' progress. Given the change in the secondary school to vertical tutoring and changes in reporting in the English National Curriculum, the school is developing the use of its school management system to improve both the efficiency and quality of information provided for parents.
- 5.14 Parents have a wide range of opportunities for involvement in the school's life. In addition to attending parents' meetings, coffee mornings, performances and sports fixtures, parents help in many ways. For example, they help with school trips, collecting resources for specific topics and the volunteer reading programme, and parents visit school to speak to pupils about their jobs and give general interest lectures.
- 5.15 Through the active Parent Teachers Association, parents contribute to charitable fund-raising projects as well as providing targeted support for the school. A parent welcome committee supports families newly settled in Japan. The school also helps and advises parents on transferring their pupils to other schools around the world.
- 5.16 Parents of pupils and prospective pupils are provided with clear and detailed information about the school and its curriculum. Such documents are available electronically and in hard copy. Weekly newsletters such as *'The Lion'*, along with year group newsletters, give clear details of school events, achievements and activities. Staff and pupils in Years 2, 3 and 6 run a blog to give their parents a window on their learning and lives at the school and social media such as the *'BST Sport Twitter'* is used as a means of instant communication and showcasing the achievements in this area. Frequent workshops for parents provide information on topics such as education today, spelling, how mathematics is taught in each year group, use of social media and how the National Curriculum works. The school also provides access to a counselling service and workshops on topics such as parenting styles, sibling rivalry and listening skills.
- 5.17 Most parents through their responses to the pre-inspection questionnaire and in interviews said that they feel well informed about their child's progress. Regular reports and parents' meetings with teachers, which pupils attend, provide essential feedback. Parents are given clear information about ways in which they may assist their pupils at home. Members of staff are readily available by telephone and email, and the senior management team is highly visible. This ensures that parents may have any concerns resolved quickly. The school's complaints policy is seldom used in its entirety, as matters are normally resolved quickly and successfully without recourse to formal process.

## 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 the board of trustees, 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

Dr Christopher Ray	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector (Governor, HMC/GSA/IAPS school)
Mr Mark Albini	Junior Team Inspector (Deputy Head, IAPS school)
Mrs Heather Friell	Junior Team Inspector (Head, HMC school)
Ms Susan Hill	Junior Team Inspector (Head, CIS school)
Mr Eamonn Mullally	Junior Team Inspector (Head, COBIS school)
Mr Philip Couzens	Senior Team Inspector (Head, COBIS school)
Mrs Susan Goff	Senior Team Inspector (Head, GSA/ISA school)
Mr Stephen Gray	Senior Team Inspector (Former Director of Studies, HMC school)
Mr Edward Moore	Senior Team Inspector (Deputy Head, COBIS school)