



**INDEPENDENT SCHOOLS INSPECTORATE**

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT ON  
ST SAVIOUR'S SCHOOL IKOYI**

# INDEPENDENT SCHOOLS INSPECTORATE

## St Saviour's School Ikoyi

Full Name of School	<b>St Saviour's School Ikoyi</b>
Address	<b>54 Alexander Avenue Ikoyi Lagos NIGERIA</b>
Telephone Number	<b>+234 1 8990153</b>
Fax Number	<b>+234 1 2700255</b>
Email Address	<b>ht@stsavioursschikoyi.org</b>
Head	<b>Mr Craig Heaton</b>
Chairman of the Board of Management	<b>Mr Ade Laoye</b>
Age Range	<b>4 to 11</b>
Total Number of Pupils	<b>322</b>
Gender of Pupils	<b>Mixed (158 boys; 164 girls)</b>
Numbers by Age	<b>4-5: 46 5-11: 276</b>
Inspection Dates	<b>9 to 12 May 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. This is the first inspection by ISI. The school was previously inspected by the Independent Association of Prep Schools in February 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) 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 St Saviour's School Ikoyi, Nigeria is a co-educational day school for pupils aged 4 to 11 years. It was founded in 1951 by leading members of the Nigerian and British communities in Lagos and is situated by the lagoon on Ikoyi Island off the Lagos mainland. St Saviour's is a Christian school in the Anglican tradition, accepting pupils of all beliefs who share its core values. It is governed by a board of management that is overseen by a board of trustees. The school has a purpose-built library, two information and communication technology (ICT) suites, extensive playing fields, interactive whiteboards in every classroom and a 25-metre swimming pool. The youngest children in Reception are housed in their own facilities on the main site, with their own outside play area. The curriculum has recently been revised following changes to the English National Curriculum, and has broadened to include more provision for competitive games.
- 1.2 The school mission is to deliver world-class primary education based essentially on the English National Curriculum and, in partnership with parents, develop children who share the school's core values. The school's vision is to provide a safe, happy and challenging learning environment made up of children of diverse nationalities who strive for excellence in all their pursuits and reach their full potential.
- 1.3 At the time of the inspection there were 322 pupils on roll, aged between 4 and 11. Of these, 158 were boys and 164 were girls. All pupils attended on a full-time basis. Forty-six children were in Reception. The ability range within the school is wide, with the overall ability of the pupils being above average. Twenty-nine pupils have been identified as having mild special educational needs and/or disabilities (SEND) and all of these receive help from the school through individual lessons and in-class support. No pupil has a statement of special educational needs. Fourteen pupils have English as an additional language (EAL) and two of these receive additional support for their English through in-class support.
- 1.4 The majority of pupils come from the professional families living on or close to Ikoyi Island. The pupils represent a wide range of nationalities but the majority are from Nigeria.
- 1.5 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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

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

- 2.1 The school is successful in fulfilling its vision. The quality of the pupils' academic and other achievements is excellent. Children in Reception use their knowledge of letter sounds to read and spell; they can count and carry out simple calculations. There is outdoor space available to extend their learning opportunities but this is not well used. Older pupils continue to develop their literacy and numeracy skills within the broad curriculum, which includes French. Many subjects are taught from Reception onwards by specialist teachers, enhancing progress. Pupils are diligent in class, working with enjoyment both individually and in co-operation with others. All pupils, including the able and those with SEND or EAL, make excellent progress. They benefit from excellent, well-planned teaching that caters for all needs, offering support as necessary and successfully extending the more able. Suitable resources for ICT are available and are used well in dedicated lessons, but their use in learning is more limited across the whole curriculum. In response to the pre-inspection questionnaires almost all pupils and parents were pleased with the progress that pupils make at school and all pupils felt that their teachers help them learn. An outstanding range of extra-curricular activities offers pupils a wealth of additional sporting, academic, creative and musical opportunities. Pupils take part in competitive events with great success, particularly in sport.
- 2.2 The quality of pupils' personal development is excellent. In Reception, children understand simple class rules and are courteous to each other. Older pupils debate complex issues with maturity, show a strong sense of right and wrong, and are sensitive to the needs of others. Pupils have a strong awareness of both Nigerian and other cultures, and show respect for those of all faiths and beliefs. There are well-embedded procedures in place to combat bullying. In response to the questionnaires, a small minority of pupils felt that teachers are unfair in the way they give rewards and sanctions, and that they do not treat pupils equally. The behaviour policy has recently been reviewed and is being monitored; however, the pastoral role of key stage leaders is not well understood. Care is taken to ensure the daily welfare, health and safety of the pupils. 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 local staff but, in a very few cases, checks to ensure the suitability of staff who have lived or worked overseas have not been carried out in a timely manner.
- 2.3 The quality of governance is excellent. Members of the board of management have a good range of relevant professional skills and many have close connections with the school. They share a common vision for the school with the leadership team, and an ambitious development plan covers pupils' academic and personal development as well as improvement to the premises. Leadership and management are good. The leadership team has recently restructured the academic provision to improve overall standards and has introduced a new standardised assessment programme to monitor progress. These changes have been successful in improving progress. There is a very active parent-teacher association (PTA) and outstanding links with parents are maintained. All parents responding to the questionnaire indicated that they feel encouraged to be involved in the school's life and work.

## **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 does not meet all the requirements of the Standards for British Schools Overseas, and to do so it should:

- ensure that all appropriate checks on suitability to work with children are made in respect of any member of staff who has worked overseas including, where applicable, a British Disclosure and Barring Service disclosure or a certificate of good conduct from any relevant embassies, before, or as soon as was practicable after, his/her appointment [Standard 4.2, under Suitability of staff and proprietors, and for the same reason Standard 3.2, under Welfare, health and safety, and Standard 9.2, under Leadership and management of the school].

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Develop the use of the outdoor area for Reception classes.
2. Extend the excellent use of ICT in dedicated lessons to general classroom practice across the curriculum.
3. Define clearly the role of subject co-ordinators and key stage leaders and ensure that the fulfilment of pastoral duties is monitored.

### **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 learning is excellent. The school meets its aim to provide a challenging learning environment in which its children can strive for excellence; the pupils receive a high quality education and reach high standards, academically and in other areas.
- 3.2 The younger pupils make excellent progress in relation to their starting points and by the end of Reception all children have achieved all or almost all their early learning goals. They listen attentively to adults and to each other, and communicate their ideas with confidence and imagination, such as introducing a 'fairy god-dragon' into a piece of creative writing. They have well-developed knowledge of the sounds that letters make, understanding the difference between letter names and letter sounds, and use this to spell and read unfamiliar words. Their numerical ability is well developed; they recognise odd and even numbers, and double single digits confidently. They are confident users of ICT, designing imaginative objects by combining shapes, adding interest with colour and line depth.
- 3.3 Pupils throughout the school and of all abilities produce a substantial quantity of work and have well-developed presentation skills. They have excellent speaking, listening, reading and writing skills. In a Year 4 English lesson, notable teamwork and creativity were evident as the pupils produced their own advertisements as part of a persuasive writing exercise. Pupils can reason logically and apply mathematical skills. Those in Year 6 confidently formed and solved algebraic equations to solve geometry problems. Year 6 pupils also conducted a mature, thought-provoking debate on evolution and extinction in science. Pupils of all ages have high levels of skill in ICT and use a variety of hardware and software with confidence in a range of situations. Their creative skills are well developed in drama and they produce artwork of a particularly high standard.
- 3.4 Pupils' achievements in extra-curricular activities are excellent. They have won the Council of British International Schools Primary Games for the past two years, and have also recently been Association of International School Educators of Nigeria champions in football, swimming, athletics and choir participation, as well as Lagos inter-schools karate champions.
- 3.5 The pupils' level of attainment cannot be measured in relation to performance against fixed English national averages, but from lesson observations, scrutiny of pupils' written work, scrutiny of standardised measures of the pupils' progress and curriculum interviews, attainment and progress are judged to be excellent. In their responses to the pre-inspection questionnaire, the vast majority of parents felt that their children are progressing well at school. At all ages, pupils with SEND and the few pupils who have EAL make excellent progress because they are well supported in and out of the classroom. More able pupils, including those in Reception, successfully meet academic challenges provided across the curriculum and make excellent progress throughout the school.
- 3.6 At all ages, the pupils have excellent attitudes to their work and participate in their lessons with enthusiasm and evident enjoyment. They co-operate well, sharing ideas and giving valuable feedback to their peers both orally and in writing, in a mature and constructive manner. They also work independently with great diligence, talking care over the presentation of their work. At the end of their time at

the school, pupils move on to independent schools both locally and in the United Kingdom.

### **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 excellent. In accordance with the school's aims, the curriculum is based on the English National Curriculum for English, mathematics and science. Coverage of other subjects through the International Primary Curriculum (IPC) offers pupils the opportunity to explore topics that expand their understanding of local culture as well as the broad international diversity within the school community. For example, pupils compared weather forecasts in Scotland and Nigeria with interest. The curriculum is well supported by carefully prepared schemes of work that are followed closely. In their pre-inspection questionnaire responses, almost all parents expressed great satisfaction with the range of subjects and opportunities that their children are offered.
- 3.8 In Reception, the early learning areas are covered most effectively. The development of awareness of the sounds that letters make is a key feature of the curriculum. Skills are well developed in small groups according to children's needs, thus allowing them to progress at an appropriate pace, including those with SEND and the most able. Children benefit from their own play area at break times but although there is outdoor space available, this is not well used to enhance their learning opportunities within the curriculum.
- 3.9 From Reception, all pupils benefit from specialist tuition in physical education, swimming, drama, religious education and personal, social and health education (PSHE). Music, art, library skills and ICT are taught in dedicated facilities. From Year 1 pupils also study French and, from Year 3, science is taught by a specialist. All pupils from Reception to Year 5 benefit from guided reading sessions, reading aloud at an appropriate level in small groups under encouraging guidance, which contributes greatly to their excellent speaking skills. Recently, pupils in Year 6 have been introduced to philosophy, and the effectiveness of this pilot scheme is currently being monitored.
- 3.10 Pupils who have SEND and the few with EAL are catered for effectively within the classroom, with tasks adapted to their needs or with specialist help from teaching assistants or intervention teachers. Some pupils also have individual lessons in which to work on their specific needs. More able pupils are often given extension tasks, and from Year 3 the most able mathematicians are taught in a small group with a mathematics specialist. In response to the questionnaire, a few parents expressed dissatisfaction with the provision either for pupils with SEND or for those who are more able, but inspectors found that all pupils with particular needs are well supported; through carefully chosen tasks, encouragement and high expectations they make excellent progress.
- 3.11 The quality of the extra-curricular provision is outstanding. There is a comprehensive programme of after-school activities, including a range of sports, musical, creative and academic opportunities. These are available to all pupils, with the opportunities for Reception children having recently been broadened. The sports squads receive extensive coaching, and talented musicians thrive with small group tuition. There is preparation for examinations to senior schools, as well as broader opportunities for personal development, such as through debating or studying etiquette. The standard of the provision and the quality of providers are

well monitored and new opportunities introduced periodically. In response to the questionnaires, a very large majority of parents and almost all pupils expressed their satisfaction with the range of activities on offer.

- 3.12 Within the local environment, the school makes the most of the limited opportunities available for educational trips. Pupils have recently visited a culinary academy, a conservation centre and a local garden, where they were introduced to traditional folklore by a local grandmother. In addition, community links have been established through visits to the local church and through local charities that are supported by the pupils' fund raising. A French exchange programme has been established with a local French-speaking school. Older pupils have opportunities for visits overseas through participation in competitive games and on the Year 6 leavers' trip, most recently to Switzerland, where many had their first experience of snow.

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

- 3.13 The contribution of teaching is excellent. Teaching throughout the school is well adapted to the needs of the individual pupil and is highly effective in promoting excellent progress and achievement. In their pre-inspection questionnaire responses, all pupils agreed that their teachers help them to learn, and in interviews pupils confirmed that teachers know them well, understand their needs and natural ability, and help them to make significant progress. Teaching is enhanced by a wide variety of resources that are, at times, most imaginative, for example the use of traditional local and international costumes in an IPC lesson.
- 3.14 In Reception, staff have high expectations of children, supported by a careful process of assessment that supports the progress of each individual. Teachers know the children well and have established excellent routines to promote good behaviour, allowing all to flourish in an environment that is both nurturing and stimulating. Teaching assistants are used most effectively within and beyond the classroom. Children have the opportunity to express themselves and to use their imagination. Their creative development is much enhanced by expert specialist tuition.
- 3.15 Throughout the school, lessons are almost always thoroughly planned, make use of a variety of resources, are exciting, enjoyable and challenging, and cater for a suitably wide range of learning styles. Teachers assess the pupils' understanding and offer support and challenge as necessary. Peer assessment is regularly used very effectively by pupils to assess each other's work. In the very small number of less successful lessons observed there was a lack of pace and challenge, with resources not being well enough matched to the pupils' ability and directions not being clear.
- 3.16 Specialist ICT lessons show effective use of technology to enhance teaching, although such tools are not regularly used in other subject areas. For example, the good use of interactive whiteboards in some lessons as genuinely interactive tools for teaching and learning is not consistently evident across the school.
- 3.17 The school makes excellent use of standardised data to identify pupils with SEND and the more able. The progress of all pupils is carefully monitored and teachers use the data to guide their planning, for example by setting a range of tasks or targets suitable for different abilities. Pupils who have SEND or EAL receive appropriate support and their needs are fully met, with the intervention teachers playing a significant role. Individual education plans are reviewed regularly and teachers are fully aware of their content. More able pupils are regularly challenged

at an appropriate level in lessons. For example, in a philosophy lesson, a complex and detailed discussion took place about the nature of leadership and the qualities that leaders need.

- 3.18 The school has a clear marking policy, with an emphasis on improving learning. The policy is generally closely followed; at its best, marking creates a dialogue between the teacher and pupil. Pupils respond positively to comments within the framework of 'what went well' and 'even better if'. Self-assessment is well established and pupils are encouraged to show mature reflection on their work and understanding. In addition, a strong feature of lessons is highly positive oral feedback and encouragement that are effective in bringing about improvement and enhancing pupils' overall experience.

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

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent. The pupils' personal qualities are highly developed, in accordance with the school's aims of fostering the importance of citizenship on a global scale and to respect and foster understanding for Nigeria, its people, customs and beliefs.
- 4.2 Pupils show considerable spiritual development. As they progress through the school, they show an increasing sense of self-awareness, confidence and identity. This helps them to develop their self-esteem. From a very early age the pupils speak freely and openly about their own beliefs whilst fully respecting the beliefs of others. Pupils also develop a sense of joy and wonder as they participate in a range of musical, dramatic and artistic activities. They start the week with rapturous and energetic whole-school singing in assembly, where they also reflect on their own lives and the lives of others. They demonstrate a sensitive approach towards the natural world and they are appreciative of the interesting artwork displayed around the school.
- 4.3 The pupils' moral development is excellent. They behave well and have a clear sense of right and wrong. Pupils understand the need for rewards and sanctions and are aware that their choices about behaviour have consequences. They appreciate the personal goals 'octopus' framework, which enables the pupils to develop and enjoy the rewards of house points, stickers, certificates and personal growth awards.
- 4.4 Pupils show excellent social development. They are polite and courteous, and treat others with respect. Pupils enjoy taking on responsibilities, for example as house captains, members of the school council or classroom monitors, and take such duties seriously. They feel proud of belonging to their respective houses, enjoy collecting house points and have regular opportunities to represent their house in sporting events. The pupils develop a good general knowledge and understanding of life in modern Britain, such as the importance of tolerance and democracy, for example through the election of the school council members and their respect for their peers from different cultural backgrounds. Pupils in Year 6 show kindness and responsibility in their support of their younger colleagues. Pupils are actively involved in charitable fund-raising activities for those less fortunate than themselves. Through such initiatives, pupils understand how they can personally make a difference to others, a strong feature of the school community. With the support of the school's PTA, they have raised money for a local street children's hospital, for the building of a library for a state-owned primary school and to help internally displaced people.
- 4.5 Pupils develop an excellent appreciation of cultural diversity. This is readily evident in their understanding of and respect for their own culture and those of their peers. Pupils gain an excellent understanding of their own and others' faiths through religious education classes and PSHE lessons. They show respect for other faiths and cultures, and are knowledgeable about world religions and customs. Pupils take part enthusiastically in celebrations of national and international importance, including Nigerian Independence Day.

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

- 4.6 The contribution of arrangements for welfare, health and safety is good. Pupils thrive in the safe and happy environment, successfully fulfilling the school's mission. The atmosphere throughout the school is purposeful, yet relaxed, friendly and caring. There are effective systems and procedures in place which provide support and guidance for all pupils. Relationships between staff and pupils, and amongst pupils themselves, are warm, and great respect for others is demonstrated across the school. The pupils feel valued and cared for. The vast majority of parents responding to the questionnaire felt that their children are happy and safe, and that they feel looked after.
- 4.7 In Reception, children develop secure relationships with their teaching staff, who know them and their families very well. The extended curriculum gives children the opportunity to broaden their relationship with other adults in the school. They also extend their learning outside the safe environment of the Reception classrooms, enjoying the specialist facilities, and thus they are very well prepared for the transition to the main school. Simple but effective class rules are understood by the children, and they happily collect rewards when observed to demonstrate good behaviour.
- 4.8 In questionnaire responses and interviews, pupils were very positive about the experiences that they share and the support that they receive from staff. They are adamant that there is no bullying and on the rare occasion that unpleasant behaviour is reported, swift action ensures that this is quickly dealt with. Pupils recognise that any kind of bullying is wrong and through the school's 'de-bug' strategy they are very clear as to what action to take should any bullying or unkindness occur.
- 4.9 In response to the questionnaire, a few pupils indicated that they could not identify an adult or senior pupil they could turn to, although almost all felt that teachers value them as a person. In discussion, it was clear that all pupils readily turn to the adults around them, and can express their views and concerns through the school council. There is a lack of time in the school day for class teachers to develop their pastoral role and the school's pastoral and supervision guidance is not always followed consistently. A small minority of pupils felt that teachers are unfair in the way that they give rewards and sanctions, and that they treat pupils unequally. In interviews pupils confirmed this view, particularly regarding whole-class sanctions that restrict their time to play or eat during their breaks. They also commented on inconsistencies of supervision at play time. These views were confirmed by inspection observation.
- 4.10 The policy to promote good behaviour is clear and reinforced through assemblies and PSHE lessons, and a record of sanctions is maintained and scrutinised to ensure that any patterns can be identified. Healthy eating is encouraged and advice is given to parents about the contents of lunch boxes. There are excellent opportunities for pupils to take exercise through the curriculum and after-school activities and at play time.
- 4.11 The school buildings are very well maintained and meet both local and international standards for health and safety, including all fire regulations. Effective procedures are in place to reduce risks from fire and other hazards. Fire practices take place at least termly and any shortcomings are noted and rectified, and all records of the maintenance and testing of fire equipment are kept carefully. Although not formally recorded, a site safety and risk review is conducted at board level at least weekly to

ensure that procedures are followed. These are readily adapted should the need arise, providing a swift reaction to any local issues.

- 4.12 The school has recently reviewed its procedures for the safeguarding of pupils. All staff receive induction training on appointment and regular training thereafter. They understand the procedures for listening to pupils and reporting concerns, and all records are carefully kept. The school medical room provides a caring sanctuary for those who fall unwell or are injured during the school day. In addition to the school nurse, many staff are trained in first aid, and all medical and accident records are carefully maintained. Admission and attendance records are kept well and correctly stored.
- 4.13 Newly appointed staff are carefully checked for suitability. For local teaching, administrative and domestic staff, additional checks are made to the standard Nigerian procedure which reflect international school standards. For staff who have lived or worked overseas, checks are made on employment history and good conduct in their home or host countries. In the past, not all such checks had been completed before an applicant has started work but all outstanding checks were in progress by the end of the inspection. Following a recent review of procedures, the recruitment policy now meets requirements and incorporates the additional regulatory checks for staff who have lived or worked in the UK.

## **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 of management is made up of professionals in the local community, including former pupils and parents of past and current pupils. The board's members have a range of relevant expertise, including financial management, law, human resources, education and property maintenance. The board has a clear vision for the school, in accordance with its mission. There is an ambitious school development plan, with a focus on improvement to all aspects of the school, both in its educational and pastoral provision and in the continual upgrading of facilities. This is carefully monitored to ensure that targets are realistic and being met.
- 5.2 The board carries out its duty to promote the safeguarding of all pupils through the appointment of suitably trained personnel. They have recently reviewed and updated the safeguarding policy and procedures; these are now reviewed annually. Members of the board work closely with the leadership team to ensure the health and safety of pupils on site, the quality of curricular and extra-curricular provision, and the appointment of suitable staff. They have authorised additional checks on local staff to reflect international standards. Appropriate checks are made on members of the board within the local context.
- 5.3 Through effective committees, the board exercises careful financial management, attracting local sponsorship. The full board meets regularly and is well informed about the working of the school through the head's report and through personal observation from visits to the school. The board's chairman works closely with the head, providing both strong support and suitable challenge in order to ensure that educational standards are met. This includes regular staff appraisal, as well as offering opportunities for professional development.

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

- 5.4 The quality of the leadership and management is good. The leadership team is highly effective in fulfilling the school's mission to deliver world-class primary education and to develop children who share the school's core values. Members of the leadership team are well known and are readily approachable by pupils, parents and staff. They have a shared vision to promote high academic standards within the family atmosphere of the school. Working closely with the board, suitable development priorities are determined; leadership communicates and liaises regularly with all staff to ensure that these are met. Regular meetings raise awareness of any concerns, including those over pupil welfare, and appropriate action is taken.
- 5.5 Under dedicated and insightful new leadership, the academic provision has been evaluated and restructured in order to provide more consistency and improve overall standards. Pupil performance is regularly monitored and a new standardised assessment programme has recently been introduced. Academic policies have been reviewed and updated in line with the revised English National Curriculum, including the early years. Pupils' progression to secondary education is very carefully monitored by leadership, who personally oversee each pupil's successful transition. There are recently appointed subject co-ordinators but their role is not yet fully embedded.

- 5.6 Active strategies are in place to secure and support well-qualified staff. A regular appraisal system is in place and staff are positive about how this has helped improvement. There are many opportunities for professional development through in-house, local and international provision. All staff speak highly of the support and direction that they receive from leadership.
- 5.7 The safety and safeguarding of pupils are a high priority. All new staff have induction training in welfare, health and safety, and in safeguarding procedures. A member of the leadership team works closely with the special needs staff to ensure that safeguarding procedures are understood and followed by all staff. Regular safeguarding training is provided at the appropriate level to all staff, and the procedures are regularly reviewed.
- 5.8 Recruitment procedures have been reviewed and are now closely monitored by leadership. Employment checks for local staff have been strengthened beyond Nigerian norms to reflect standards for British international schools. Staff who have lived or worked overseas have additional checks from their host or home countries, although a very small number of these had not been undertaken before they started work; all outstanding checks were in progress by the end of the inspection.
- 5.9 The leadership team is highly committed to the pupils' personal development. Leadership attends the pupil school council and listens to pupils' views. As a result, some changes to the reporting of minor misdemeanours have been introduced and there is closer monitoring of sanctions so that pupils who may need additional help are identified and appropriate action taken. Pupils know that they can approach any member of staff, including members of the leadership team, should they have a concern, and are very confident that any personal issues will be dealt with. The role of key stage leaders within the pastoral structure is not as clear. There have been changes to the PSHE scheme of work which reflect the needs of the pupil body and the changing world around them, and include education on how to keep themselves safe on the internet. However, this is not always delivered by staff who know the pupils well.
- 5.10 In response to the questionnaire, almost all parents felt that the school is well managed and governed and that it promotes worthwhile attitudes and views.

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

- 5.11 The quality of the school's links with parents, carers and guardians is excellent. The outstanding links the school has developed with parents are extensive and mutually beneficial, and enrich and extend the pupils' experiences. The very strong partnership forged with parents makes a significant contribution to the fulfilment of the school's mission.
- 5.12 Parents have many opportunities to be involved in the life and work of the school. They attend parents' meetings, form assemblies, concerts and plays, and they are encouraged to support a range of sporting events, including some in other countries. The parents make significant contributions to various local and national festivals and theme days. An exceptionally committed and active PTA further enhances the links between parents and the school. The executive parent committee meets once a week and is a very effective conduit between the school and the parents. This genuine commitment enhances parental involvement and the committee is very active and effective. In addition to the highly successful charitable fund-raising initiatives, the PTA has purchased a range of resources for the school.

- 5.13 Responses to the questionnaire confirmed that most parents can communicate easily with the school; form teachers and subject staff are approachable and queries are answered speedily. The school has a detailed complaints procedure, and this and all other required information are available on the school website. The website is currently being restructured, and most other information, including the weekly newsletter, is sent to parents electronically. Parents receive constructive and helpful reports on their children's progress three times a year, in addition to termly consultation meetings. The reports very effectively inform parents of what their children know and the progress made. The prospectus is clear and informative.
- 5.14 In response to the questionnaire, parents demonstrated an extremely high level of satisfaction with all areas of school life; all parents strongly agreed that the school encourages them to be involved with its life and work. In meetings with parents, they expressed their support for leadership and the enthusiastic atmosphere generated in 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 chairman of the board of management, 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
Mrs Mary Allen	Team Inspector (Head of School (Middle), HMC school, UK)
Mr Richard Morgan	Team Inspector (Former Head, IAPS school, UK)