



## **Inspection report**

# **British International School of Ljubljana**

**Ljubljana  
Slovenia**

Date:	13 <sup>th</sup> - 15 <sup>th</sup> March 2017
Inspection number	20170313

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DfE) schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DfE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 38 full- or part- lessons, assemblies and extra-curricular activities were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were Robert Ellis and Tania Moonesinghe.

## 2. Compliance with regulatory requirements

The British International School of Ljubljana meets all the standards for British Schools Overseas.

## 3. Overall effectiveness of the school

Overall teaching is satisfactory, with a significant number of good lessons.

### 3.1 What the school does well

There are many strengths, which include:

- Parents value the uniqueness of the school and identify the 'family' atmosphere as a key reason for choosing the school.
- Students' attitudes, behaviour, personal development and their spiritual, moral, social and cultural development are strengths: they are outstanding ambassadors for their school.
- A strong commitment, both governance and financial, by Orbital Education to ensure the school continues to develop and improve.
- Safeguarding of all students is a priority. It is under-pinned by excellent pastoral care and robust welfare, health and safety policy and procedures.
- The Principal and senior leaders have a developing understanding of the school's strengths and areas for development.
- Spiritual, moral, social and cultural awareness is a strength of the curriculum and teaching. The school is effective in enabling all students to develop their personal skills and qualities. Nearly all students are thoughtful, well behaved, treat others with respect and have well developed social skills.
- The whole school community, teaching, non-teaching, administration and ancillary staff work as a team to promote high quality care for all students.
- Students and parents are proud of the school and value the opportunities it provides for their sons and daughters.
- Parents value the effective communications provided by the school.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development:

- Through the more effective implementation of performance management ensure that all teachers are regularly monitored and held accountable for high standards of teaching and learning and raising individual students' level of attainment.
- Ensure the implementation and rigorous monitoring of a comprehensive whole school assessment marking and tracking process which provides students, teachers and parents with information that clearly indicates attainment, progress and future targets.
- Improve whole school consistency in the use of:
  - work that challenges the differing abilities
  - pace of learning that recognises the needs of all
  - assessment for learning techniques
  - wider range of teaching and learning strategies
- Senior and middle leaders under the direction of the Principal implement strong leadership and management that have positive impact on realising the school's vision.

#### 4. The context of the school

Full name of school/college	British International School of Ljubljana, Slovenia				
Address	Cesta 24. junija 92, 1231 Ljubljana-Črnuče, Slovenia				
Telephone number	+386 40 486 548				
Fax number	-				
Website	<a href="https://britishschool.si">https://britishschool.si</a>				
Email address	<a href="mailto:enquiries@britishschool.si">enquiries@britishschool.si</a>				
Head	Karl Wilkinson				
Regional Head of Schools	Karen Adams, from Orbital Education.				
Age range	3-18 years				
Total number of students	167	<i>Boys</i>	89	<i>Girls</i>	78
Numbers by age	<i>0-2 years</i>	0	<i>11-16 years</i>	52	
	<i>3-5 years</i>	15	<i>16-18 years</i>	12	
	<i>5-11 years</i>	87	<i>18+ years</i>	1	
Total number of part-time students	0				

The British International School of Ljubljana (BISL) was founded in 2008 supported by both the Mayor of Ljubljana and the British Ambassador to Slovenia. Its mission was to provide an alternative system of education to members of the expatriate community and to Slovenians seeking an international education. The school aims to encourage a passion for learning amongst its students in an international setting. In 2008 the school opened with just 22 students in 6 classes. There are now over 160 students, aged 3 to 18 years from more than 30 countries.

About 40% of the students are Slovenian; others represent countries such as Australia, Norway, Portugal and Japan.

BISL is an accredited member of the Council of British International Schools (COBIS), a member of the Council of International Schools (CIS) and a Cambridge International School.

BISL is owned and managed by Orbital Education, a British based educational operations company which owns and operates 10 schools in Russia, Spain, Qatar, Hungary, Ecuador and China. As part of Orbital Education, the school is supported by a head office team that includes school development professionals, finance, IT and marketing specialists.

The educational programmes at BISL are based on the National Curriculum for England, adapted to meet the needs of international students in Slovenia. The school curriculum also includes Slovene for national students and Slovene as an additional language.

The staffing arrangements at the school are generous and all students work in small class/tutor groups.

The school identifies some key areas that have a significant impact upon learning:

- The wide range and often limited levels of English language skills when the students join the school.
- The uniqueness of the school within Slovenia as an international school. The school is currently working with the Ministry of Education to confirm accreditation.
- Recently the school has moved to a new campus that provides appropriate classrooms. However outdoor space is restricted and physical education facilities are off-site. The school development plan has a focus on further developing the facilities to enhance learning opportunities.

## 4.1 British nature of the school

The language of instruction in the school is English.

The school is organised according to the structures used in a typical independent English school. Classroom management, displays of work, three term year and age-related year groups contribute to the British feel of the school.

Many members of staff are UK trained and qualified or hold qualifications recognised by the UK's DfE.

The National Curriculum for England has been adopted throughout the school from Year 1 to Year 13. Foundation Stage teaching is based on the aims and goals of the Early Years Provision.

There is a clear commitment to a broad and balanced curriculum enhanced by the implementation of the International Primary Curriculum.

Extra-curricular provision including clubs and school trips, are valued as integral to student development. Parents are supportive of this provision being extended to provide a greater range of creative activities.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents suggested they appreciate and value the British style of education.

Students display positive levels of empathy and tolerance creating a harmonious community.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided by the British International School of Ljubljana meets the requirements of the BSO Framework.

#### 5.1 Curriculum

The curriculum provides students with linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative experiences.

The principle language of instruction is English. As students progress through the school, they develop their proficiency in speaking, listening, and numeracy.

The curriculum does not yet fully meet the needs of Early Years. The rooms and outside area are adequate but to ensure effective delivery of the Early Years curriculum they could be better resourced.

The National Curriculum for England is being used effectively across much of Key Stages 1 and 2. Effective implementation enables students to acquire skills in speaking, listening, literacy and numeracy. The use of the International Primary Curriculum (IPC) for topic work covering humanities and science is a strength, but there are opportunities for an enhanced provision for art in Key Stage 2 and computing for Early Years, and Key Stages 1 and 2. Specialist lessons broaden the opportunities for students. There is the opportunity for involvement in extra-curricular activities through the 'period 9' activities. The parents and students were keen for these to be extended in Secondary.

Teachers adapt the curriculum effectively to meet the needs of most students. The basic skills of speaking, listening and numeracy have an appropriate focus. Levels of spoken language were encouraged as children engaged in a wide variety of activities from exploring the creation of fossils to researching the harmful properties of drugs.

The school provides personal, social and health education which reflects its aims and ethos

Dedicated teachers of English as an additional language (EAL) and special educational needs (SEN) provide effective support, either through in-class group work or withdrawal. Individual Education Plans (IEPs) are in place to support students with additional needs.

In Years 7 to 9, the curriculum is based upon Key Stage 3 of the National Curriculum for England. The Year 10 and 11 course provides a selection of 9 subjects leading to GCSE and IGCSE examinations from Cambridge International Examinations and AQA.

Year 12 and 13 students can select from a good range of subjects, particularly when considering the small size of the school. Students typically take four AS-Levels at the end of Year 12 and three A-Levels at the end of Year 13.

The school provides personal, social and health education which reflects its aims and ethos

## 5.2 Teaching and assessment

Teaching is satisfactory and a significant number of lessons are good. The quality of assessment is satisfactory.

In Early Years, students have opportunities to develop early reading and phonic skills, an understanding of numbers, and speaking and listening. Teachers plan to ensure children experience a happy and secure learning environment. There is a 'language rich' environment with opportunities for the children to engage in dialogue with the teacher, assistants and each other. In Early Years, discussion of a story read to the children developed their language skills including understanding of key vocabulary. Good guidance by the teachers and assistants establishes personal confidence and independence in the children and helps to create a firm foundation for future learning. Students in Year 6 compiled electronic storyboards to share with younger children.

Resources and free-flow child-initiated activities are limited. At times, students do not have a range of learning opportunities that are sufficiently rich and varied to explore, experiment and learn through play and enjoyment. There is some provision for outdoor play but this could be developed along with opportunities for continuous provision.

Student tracking and observations are not yet linked adequately to the Early Years Curriculum goals. These need to align more closely to the Early Years curriculum.

Classrooms are small but attractive environments where children's work is displayed and valued. There is an under-investment in practical resources to support learning, play and computing opportunities, particularly in Early Years and Key Stage 1.

In Key Stage 1 and Key Stage 2, classroom management is generally effective and encourages nearly all students to behave well and show a readiness for, and enjoyment in learning. The best lessons were characterised by the finely-honed use of effective teacher questioning to elicit in-depth responses from the students, and the skilled use of teaching assistants to support children's learning. The very small class sizes make this even more effective. In less successful lessons there is a lack of pace and challenge and on occasions, good subject knowledge such as phonics. In many lessons, independent learning activities, thinking skills, opportunities for inquiry explorations, open ended tasks and a variety of problem solving in real life settings were not as evident. In some lessons, teachers and classroom assistants over-direct children, so that they do not always take enough responsibility for their own learning. The limited use of interactive white boards in nearly all lessons is a missed opportunity to motivate and challenge children in their learning.

The use of clear learning objectives (as opposed to an activity description) and use of assessment for learning techniques to enhance learning, establishment of prior learning and the use of the plenary to assess learning and probe students' knowledge and understanding is not consistent. Students' focus was better where there was active learning to achieve learning objectives. They are particularly good at working in pairs or small groups, both independently and with the support of the teacher and teaching assistant. In Year 2, students worked together to identify waterproof materials by carrying out a fair test. The least effective lessons were those that involved tasks such as cutting out and colouring in a photocopied sheet that was unrelated to the curriculum area and learning objective.

Assessments at the end of each year give evidence of attainment, but there is a lack of consistency to the approach used by teachers and use from one year to the next - and therefore it is difficult to measure progress across each key stage.

In Secondary, most lessons were satisfactory or better. In good lessons, objectives were clearly stated and students worked towards them. The activities were structured to give a range of learning opportunities. Questioning was also improved in those lessons that engaged students' interests. In a Year 12 Business Studies lesson, students related key ideas to the school environment and walked around the school to discuss. The teacher asked students to validate their thoughts themselves and guided them to the answer rather than giving it to them.

There were some unsatisfactory lessons, where the lesson was not planned effectively and subject knowledge was not as secure as it should be, particularly when teaching exam classes.

In the satisfactory lessons, activities were mainly teacher-led, students were frequently not challenged. In several lessons, work was not differentiated for those with a SEN statement and often these students, mostly boys, were left to struggle along and became disengaged in the lesson. Objectives were not given and there was no clear structure to these lessons. The lessons often finished with no review of what had been learnt so that the students did not go away knowing whether they had achieved the progress they should have.

In the least successful lessons teachers did not always encourage students to answer questions in depth, frequently answering quickly for them or simply telling them the answer which failed to encourage independent thinking skills. In one language lesson, a series of 'closed questions' were given: the vast majority of questions were answered by one child which further disengaged the others.

A range of planning was seen. In the good plans, objectives were clear, however, in satisfactory or unsatisfactory lessons, the objectives were too broad or more suitable as a lesson title. In some lessons, there was a lack of pace to the learning and this often meant that students were not challenged to reach the higher levels of progress.

## 5.3 Standards achieved by students

Standards achieved across the school meet expectations, but achievement data over time is not fully robust. The very small numbers of students in each year group, make statistical analysis sensitive.

The school is implementing a range of formative assessment strategies that will be analysed and used to inform teaching strategies. The data on student progress has been lacking in the past and it is, therefore, difficult to evaluate trends. This issue is now being addressed to ensure a range of assessment strategies are implemented to enable students to be more effectively tracked. The implementation of effective monitoring and tracking is not yet enabling staff to ensure all students are appropriately supported and challenged. As these systems become embedded, the school's aim is to enable teachers to monitor progress more effectively over a greater period, to ensure progress is good over time. Good practice was seen in the use of data analysis to highlight learning targets for students in GCSE groups. However, students were not always aware of their own individual 'next steps' in learning.

Across the Primary school, evidence in books, through talking to students and hearing students read indicated that students were working at or below levels expected in UK in reading and writing and at expected in maths. Some students demonstrated higher levels of achievement in maths.

Standards achieved at GCSE are a strength and this is a positive achievement based on the diverse cohorts of students: 2016 IGSCSE results were 81% A\* - C grades, with 80% of students achieving 5 or more A\* - C including English and mathematics. Assessment Progress Tests were introduced in 2016 to monitor student progress more effectively. Currently there is limited trend information available; however, the school has identified that 59% of Key Stage 3 students performed above the average (100) score in English and 88% above the average in mathematics.

Entry requirements are implemented for post-16 study at BISL, which aim to ensure that students enrolled on A-Level courses have sufficient English skills to manage the rigours of the course content. In 2016 students entered a range of higher education opportunities such as University of Aberdeen, University of Maastricht and University of Tilburg.

Data on attendance is very positive and robust systems are in place to monitor and track both attendance and punctuality. In the most recent School/Home Survey, 98.5% of parents agreed or strongly agreed that their child enjoys coming to BISL.

Students with SEN are effectively supported through a combination of individual education plans, extra support and ongoing monitoring. Parents are fully involved in the process of consultation with the SEN team, teachers and school leaders.

## 6. Standard 2

### Spiritual, moral, social cultural development of students

Overall the spiritual, moral, social and cultural development of students is good and a strength of the school.

Students are expected to listen carefully to adults and to each other. They are mostly polite, cheerful and well-mannered. The most effective teachers plan opportunities for their students to work in pairs and or in small groups to develop their social skills and gain from collaborative ways of working.

Relationships between students and staff and within the student body are a very positive aspect of the school. There is mutual respect and kindness evident in interactions in all areas of the school. Due to the small nature of the school, the student's individuality is celebrated and their needs met by a wide range of staff. The students and parents see this as one of the key reasons for being at the school.

Behaviour of the students is a positive aspect, with students showing responsibility and maturity in their movements and dealings with others. Students are confident and friendly, often initiating conversations with visitors and expressing themselves well. Students understand appropriate codes of conduct and often behaviour incidents are dealt with by reminding students of this. Furthermore, through circle time in Primary or form time in the senior years, issues can be raised by students and are discussed to gain a resolution. The school's Positive Behaviour Policy further enhances this feeling within the school.

The Primary section also uses rewards such as house points, and "Star of the Week", whilst Secondary focusses on intrinsic rewards for excellence.

In interviews, students reported that behaviour is excellent and that whilst there was an incident of bullying last academic year, the senior students report that there is no longer any bullying at this school.

The student councils, both Primary and Secondary, are an active part of the school. They are involved in many fund-raising activities including assisting the PTA in organising events such as Halloween and an International Day.

The students are given the opportunity to celebrate diversity in a range of festivals throughout the academic year and take pride in the assisting in local charity organisations.

Students show a keen sense of fairness and understanding of the difference between right and wrong. Their personalities are well developed for their age. The PSHE programme and assemblies help to support student's personal and social development, as witnessed in a Primary PSHE assembly. In this assembly, the delicate issues involved in keeping safe were raised in a suitable and sensitive manner.

Cultural understanding is good. Students of different nationalities relate to each other well, respecting and understanding different cultures and showing empathy with the needs of each other. In a Year 10 Slovene language lesson, students were fully engaged in a discussion on migration well supported by high-quality resources.

The school provides students with a broad knowledge of the responsibilities of citizenship in Slovenia, the UK and internationally.

## 7. Standard 3

### The welfare, health and safety of the students

The welfare, health and safety of the students are good: they are strengths of the school.

The safety of students on the site is closely monitored by the facilities manager. Careful and regular checks are made to ensure that the premises are safe and in good order and these are backed up with good record keeping. The school site is kept clean throughout the day by a cleaning company which is employed and monitored by the school. The outdoor areas are safe and very well cared for. The school has full and detailed internal health and safety policies that are followed by all staff. The use of an electronic system allows for staff to report any issue and it was reported that these are fixed in a timely manner. More serious issues go through reception and are fixed without delay.

Fire drills are run termly and feedback is sought by staff afterwards. The evacuation point is suitable and there is provision for a secondary evacuation area should that be unsafe.

The health and safety policy is underpinned by local government policies and procedures are closely adhered to through regular inspection by accredited bodies. Logs of these reports are kept and any intervention required is followed through by the management of the school.

The meals are provided by an outside catering company and are checked for nutritional value.

Appropriate safety checks have been carried out on all sub-contracted parties to further ensure the safety of the students.

Written policies are in place to safeguard and promote the welfare of students in school, and on trips within the country and abroad. There is an anti-bullying policy document which highlights preventative procedures in the first instance, moving to more punitive depending on circumstance although staff report this is rarely enacted due to the excellent behaviour exhibited by the students.

The Child Protection policy is in place and thorough training had been given through the Child Protection Officer to all staff. Furthermore, new staff complete the training during their induction period. This is further enhanced by the use of Educare courses, through which staff are expected to complete modules in health and safety, first aid and child safeguarding. The records for this are kept within their personnel files.

First aid is carried out by teachers in the first instance and records are kept. Some staff who have completed higher levels of first aid training are able to give a higher level of care should the incident require it. These incidents are reported to the senior leadership team (SLT), parents are informed and records are kept.

Behaviour incidents are largely minor and are dealt with through discussion. More serious incidents involve the form teacher and the Head of Phase, particularly if the parent is to be contacted. Records of these are kept for serious incidents and class teachers/form tutors keep a note of any other incidents.

Attendance is monitored electronically. Teachers are expected to complete this daily and this is backed up by staff in reception, who check as students enter the school. There are also procedures in place to check on student absence and these records are kept on the system.

Parents and students report that the care taken within the school to ensure their safety is outstanding.

## 8. *Standard 4*

### The suitability of the proprietor and staff

The suitability of the board of governors of the school is a strength.

There is a positive relationship between the School Principal and Board, which ensures the smooth day-to-day operation of the school.

The role of Orbital Education is a positive development that has ensured governance is a strength. They are informed about the school through regular reports by the Principal. The Regional Head of Schools also ensures her visits to the school are focused and contribute effectively in holding the school to account for its strategic development.

The staff appointment process followed by the school proprietor requires original proof of identity, original police clearance certificate, detailed employment history, and two references, one of which must be most recent employer. If a candidate is being appointed from the UK or has recent UK-based employment history, a certificate from the Disclosure and Barring Service (previously known as CRB) is requested.

The school maintains a record of all appointments including voluntary staff working in the school.

## 9. Standard 5

### *The premises and accommodation*

The accommodation and resources are satisfactory; the staffing levels are good.

The school is housed in a 2-story building and makes good use of the limited space available for the number of students. Classrooms are arranged to facilitate teaching and learning. Furniture and fittings are mostly appropriately designed for the age and needs of all children. The corridors and classrooms are attractive and conducive to learning. The resourcing for Nursery and Reception classes is barely adequate to fully deliver the Early Years curriculum.

Outdoor facilities for the younger students are underdeveloped, meaning opportunities are missed to integrate the overall learning environment and students' learning experience. The school needs to improve resources and equipment for more effective delivery and suitable space is at a premium which will become an issue as class sizes expand. Specialist rooms such as science are adequate. The school has been donated interactive whiteboards but these could be used more effectively to harness their interactive ability. More investment needs to be made to increase the use of technology to support teaching and learning as well as teach computing skills. The library is small but adequate in terms of size; there are too few modern books. The local sports centre is a good facility and resource.

Lighting, heating and ventilation are generally effective. Flooring throughout most of the site is well maintained and is generally in good condition. The outdoor area is of a suitable size, but more could be done to improve play opportunities, support physical development and enhance the Physical Education (PE) provision. Washroom facilities are adequate and hygienic. The water and drainage systems meet local requirements and are tested regularly. Emergency evacuations are held regularly and monitored for effectiveness. Site security is good. The main access point is well manned and the school is secure. Administration staff monitor the main entrance, ensuring all visitors are checked and security badges issued.

It is noted that the much anticipated new developments will further enhance the learning opportunities for the students. Staffing provision is generous across the school. Teachers are well supported by a generous number of teaching assistants, student teachers and administration staff given the small class sizes.

Offsite facilities for PE are appropriate. The school ensures effective risk assessments to ensure students can use these facilities in a safe and secure manner.

## 8. *Standard 6* The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

The school operates an open-door policy. Parents are able to speak to teachers and senior management at the earliest opportunity, and speak warmly of the relationships they have with the school. The parents value the British curriculum that the school offers together with the small size of classes, personal approach and good understanding of their children. They are very supportive and understanding of the school's recent challenges.

A focus group of parents stated that home-school communication is effective. In addition to letters, the school uses email and text to keep parents informed. The school updates the web-site in order to keep parents fully informed. Key policies including admissions, discipline and exclusions are readily available for parents and others but the school needs to check that all of these are available on the website. Regular written reports, parent questionnaires and consultation meetings with teachers keep parents well informed about their child's progress and attitudes to learning, but some parents felt that they wanted more indication as to their child's attainment and progress.

Parents expressed that they were satisfied with the curriculum provided by the school, although there was an expression of wanting more choice for secondary students, both in curriculum choices and options for students who may not follow an academic university route. Parents valued the music and dance at the school, but felt that art was not given as much value as they would like in the Primary school. While parents valued the small class sizes there was recognition that there are challenges with students being 'over-protected' and not having opportunities to do activities such as team-building or those where they are pushed out of their comfort zone. The activity weekends for Secondary students are valued but there was strong feeling that this type of activity should be integral to the curriculum and therefore part of the fees, given the nature of the school.

Parents felt very involved and valued in the life of the school.

## 9. *Standard 7* The school's procedure for handling complaints

There is a formal complaints procedure that is transparent, open and effective. The complaints procedure considers local laws and regulations as well as best practice based on British independent school expectations.

The policy is available as a hard copy in addition to availability on the school website. The complaints procedures are rigorously adhered to and overseen by Orbital Education. Policies and practices ensure that all complaints are dealt with at an appropriate level and resolved effectively. Most concerns are resolved through direct contact between a parent and class teacher or tutor. If the issue is not resolved, the school's open door policy ensures all parents have easy access to the Head of Section or Principal. There is a stated expectation that more serious complaints are made in writing. If a complaint remains unresolved, parents are encouraged to address their concerns to Orbital Education, who act as independent intermediary. The decision of Orbital Education is final and will be communicated to the parent or staff member who raised the initial complaint.

Staff and parents expressed their satisfaction with the complaints procedure and how to contact the most relevant people.

## 10. *Standard 8* The quality of provision for boarding

Not applicable.

## 11. Standard 9 Leadership and management of the school

The leadership and management of the school are satisfactory and meet the standard for BSO accreditation.

There is a positive relationship between the School Principal and the Board, who ensure the effective and purposeful management of the school. They are kept suitably informed about the school through the Principal's regular weekly and monthly reports. The proprietary company are particularly effective in overseeing the school's finances and planning for capital spending to improve further the quality of accommodation and resources. The Principal and leadership team strive to deliver the school's promise which is 'Caring for the students and their successful development as well-rounded young people who achieve a good level of academic success'.

The small size of the school places significant demands on the leadership team. Self-evaluation by the Principal and SLT is accurate overall and identifies some appropriate areas for school improvement. The implementation of a more rigorous system of self-evaluation has been a positive development. The school now has a much clearer idea of its strengths and areas for development. The leadership team now needs to ensure key identified developments are undertaken in a timely manner to enhance the learning and attainment for all students.

An extensive range of whole school policies are in place that have been developed through the partnership with Orbital Education. School policies and procedures are provided in line with standards and expectations for British Schools Overseas. They are reviewed by both the school and Orbital Education.

Staff appraisal by senior managers is being implemented and targets are set with some individual teachers. Initial observations provide clear evidence on development needs in teaching or learning. There is limited evidence to indicate that the outcomes of the appraisal process are being applied systematically and that observations are linked to the school's priorities and feed into the school development planning process. Clear priorities would enable professional development to be more closely matched to school developments and individual staff development.

Although the school collects a wide range of attainment data, its use for analysis to impact on the quality of teaching and learning is embryonic. Although systems are being implemented to provide data analysis and tracking of students' achievements, these practices are not currently robust and do not yet provide clear evidence on student progress that can be consistently used over time. Some departments and subjects have implemented some effective initiatives, but these are not part of a clear whole school approach. Staff identified the need for further training opportunities to enable them to effectively use electronic management systems.