



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **BRITISH SCHOOLS OVERSEAS**

### **INSPECTION REPORT ON THE BRITISH SCHOOL OF BEIJING, SHUNYI**

# INDEPENDENT SCHOOLS INSPECTORATE

## The British School of Beijing, Shunyi

Full Name of School	<b>The British School of Beijing, Shunyi</b>
Address	<b>South Side No 9 An Hua Street Shunyi District Beijing CHINA 101300</b>
Telephone Number	<b>+ 8610 8047 3588</b>
Email Address	<b>admissions@britishschool.org.cn</b>
Principal	<b>Mr Andy Puttock</b>
Proprietor	<b>Nord Anglia Education Ltd</b>
Regional Director	<b>Mrs Jian Tang, Nord Anglia Education</b>
Age Range	<b>1 to 18</b>
Total Number of Pupils	<b>1022</b>
Gender of Pupils	<b>Mixed (503 boys; 519 girls)</b>
Numbers by Age	<b>1-5: 82            5-11: 514 11-18: 426</b>
Inspection Dates	<b>7 Oct 2014 to 10 Oct 2014</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 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) (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 of Beijing, Shunyi, wholly owned by Nord Anglia Education Limited, is an international co-educational day school which accepts pupils between the ages of 1 and 18. It was founded in 2003 and moved to its current site in 2009, when it became part of Nord Anglia Education. Until 2013, The British School of Beijing, Shunyi and the British School of Beijing, Sanlitun operated as one school on two campuses. At this time it was decided to run the two schools independently. The school is located in the Shunyi district, about 25 kilometres from downtown Beijing. It is overseen by Nord Anglia's regional director, based at its regional office in Shanghai, and by its education team, based in Oxford.
- 1.2 The school is divided into primary and secondary sections, each with its own head, both of whom report to the principal. The previous ISI inspection covered both the Shunyi and Sanlitun campuses as one school, and this is the first inspection of the Shunyi campus as a separate school. Since the previous inspection, the school has expanded its facilities, particularly for sport and specialist teaching, to meet rapid growth in pupil numbers and has introduced measures to monitor and improve air quality on the school premises, including an air-purified sports dome. Within the Primary School, there is a German curriculum stream for pupils in Years 2 to 5, known as Klassen 1 to 4. This is offered in partnership with the German business and school communities. Pupils in this stream follow a main curriculum in German and are integrated with the rest of the Primary School for music, physical education (PE) and extra-curricular activities.
- 1.3 The school expresses its aims in the form of promises to parents. It seeks to create great learning for the leaders of tomorrow in promising that pupils and parents will be treated as individuals within the school family, and that each pupil will have amazing and unique opportunities to grow as a confident and responsible global citizen.
- 1.4 At the time of inspection there were 1022 pupils on roll, with approximately equal numbers of girls and boys. Of the 426 pupils in the Secondary School, 69 are in the sixth form (Years 12 and 13). The Primary School has 596 pupils, of whom 82 are in the Early Years Foundation Stage setting. In the Early Years Foundation Stage, 11 children attend on a part-time basis. The school is situated in an area that is popular with ex-patriate families and almost 60 nationalities are represented in the pupil body, nearly half being European. Just over one-third are of Asian Pacific origins. Most families come from business or professional backgrounds.
- 1.5 The ability profile of the school is above the UK average, with a fairly wide spread of abilities represented. The school has identified 719 pupils who speak English as an additional language (EAL), 264 of whom receive extra support for English, and 41 pupils as having special educational needs and/or disabilities (SEND), of whom 26 receive specialist learning support.
- 1.6 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 Pupils' achievement is good, and supports the school's aim to create great learning for the leaders of tomorrow. Pupils listen respectfully and think logically and independently. Extra-curricular achievement is equally strong, especially in sport and music. Pupils make good progress and have very positive attitudes to learning. The excellent curriculum is supported by high quality extra-curricular activities. Pupils benefit from a diversity of off-site visits and involvement in the local and wider communities. Following recommendations made at the previous inspection, provision has been improved for the sixth form and for pupils with SEND. Specialist provision for pupils with EAL is highly effective, and teaching for these pupils is generally good in lessons across the subject range, but in a few cases it is inconsistent, occasionally leading to less strong progress. Teaching is good and strongly promotes progress. Much of it encourages independence, reflection and critical thinking, drawing on the school's philosophy of 'high performance learning' but this is not yet a consistent feature of all lessons and a small number of able pupils are capable of better progress.
- 2.2 The pupils' spiritual and moral awareness is excellent. They demonstrate emotional maturity and self-awareness, and a keen sense of moral and ethical values. Pupils exhibit good social awareness and contribute strongly to the world beyond the school. Their cultural development is excellent; they are very accepting of the many faiths and cultural backgrounds represented in the school and show a high level of awareness of their own and other traditions. Welfare, health and safety are excellent and pastoral arrangements are supportive for most pupils and effective in their implementation. The school has effective measures to deal with any bullying that may occur and staff undertake appropriate training in safeguarding. All necessary measures are taken to reduce risk from fire. High standards of behaviour are evident throughout the school.
- 2.3 Governance is good. The proprietorial company maintains a detailed oversight. Its academic performance board and regional office ensure that the school meets its responsibilities, for example in educational standards and health and safety. Governance monitors and evaluates safeguarding carefully and provides training, including in child protection and school leadership. Leadership and management are good. Leaders work together closely. The executive leadership team's strong direction enables the effective setting, monitoring and achievement of priorities, although some initiatives to secure good progress for all pupils have yet to be implemented consistently. Leadership ensures the continuing enhancement of the variety of the curriculum and extra-curricular activities, and strongly promotes personal development. It provides much support to professional development, ensuring that staff are suitably trained in promoting safeguarding. Links with parents, carers and guardians are excellent. Parents are overwhelmingly supportive of the school. Communication is particularly strong and parents are informed frequently about their children's progress and achievements.

## **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. Ensure that the teaching of pupils with EAL in lessons consistently matches the high standards found in specialist provision for these pupils.
2. Develop the understanding and practice of the 'high performance learning' initiative so that the excellent practice observed in some lessons is consistent throughout the school.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of the pupils' achievements, learning, attitudes and skills is good, reflecting the school's aim to create great learning for the leaders of tomorrow. In the Primary School, including the Early Years Foundation Stage, pupils achieve a good standard, through an approach that encourages investigation and independence by seeing each child as an individual. In the Secondary School, including the sixth form, pupils display a secure knowledge of curriculum content and possess the confidence to apply their skills across many subject areas.
- 3.2 Pupils listen respectfully and engage confidently with adults and their peers. In the Early Years Foundation Stage, both native English speakers and children with EAL make a strong start in developing literacy and numeracy skills. Pupils also make good progress from the Primary School onwards in speaking, reading and writing. In the Secondary School pupils engage readily in well-informed discussion and record their work carefully. Throughout the school, pupils think logically and develop independent thought; their creativity is strong, both inside and outside the classroom. This is particularly evident when they are encouraged to take risks and use their imagination, as exemplified when they created their own stage directions in rehearsing for a production of *Grease*.
- 3.3 Pupils have well-developed information and communication technology (ICT) and mathematical skills. They transfer these skills readily across subjects and applications, for example using tablet computers to research statistics in a debating session and using creative mathematics to inspire an origami figure in an after-school activity. The achievement and progress of pupils in the primary German stream, in their subjects of the German curriculum, were not inspected.
- 3.4 Achievement in physical activity is excellent and benefits from the high proportion of pupils who choose to participate in the wide range of individual and team sports. School teams have achieved notable competitive successes and awards for sportsmanship in local and regional events. Pupils have enjoyed success in graded music examinations and the school has facilitated the development of several accomplished pianists.
- 3.5 The following analyses use the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Attainment is particularly good in the context of the school's high turnover of pupils, typically more than two thirds between GCSE and sixth form for example, and the high proportion of pupils with EAL. Results in English national tests at the age of 7 were similar to the English national average for maintained primary schools. Results in English national tests at the age of 11 were above the English national average for maintained primary schools, and in 2014 almost all pupils achieved the English nationally expected levels in both reading and mathematics; over half achieved scores above those expected in mathematics, spelling, punctuation and grammar. Results at GCSE were above the English national average for maintained schools. Results in the International GCSE (IGCSE) in many subjects were higher than worldwide norms. At IGCSE in 2014, over three quarters of pupils gained five or more passes at grades A\* to C. Results at A level have been below the English national average for maintained schools. All pupils completed their A levels in 2013 with a pass grade. In 2014 just under a quarter of A-level results were at grade A\* or A. The vast majority of sixth-form leavers go on to study at universities

worldwide. In 2014 pupils earned places at universities in Europe, America, Canada, Asia and the Middle East.

- 3.6 This level of attainment, supported by observation of lessons, discussions with pupils and the scrutiny of their work indicates that pupils make good progress at all stages relative to the average for pupils of similar ability. Following improvements in the provision for pupils with SEND, these pupils make strong progress, both in the classroom and in their individual lessons. Pupils with EAL also progress well, thanks to the individual support provided out of class, especially by specialist EAL staff. Provision for their needs in lessons is generally good but in a few cases it is less robust, leading occasionally to slower progress. The progress of the most able pupils is predominantly good, and is strongest when teaching promotes independent thinking, although a small number of lessons do not provide this consistently well.
- 3.7 Pupils have a very positive attitude to learning. Good manners and courteous behaviour are commonplace. Pupils are keen to become involved in the life of the school; they settle quickly, show strong perseverance, and work well with each other and with their teachers.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent. In many areas, from the Early Years Foundation Stage to the sixth form, the curriculum is particularly strong. The range of subjects is effective in covering the required areas of learning, exceeding that offered in the English National Curriculum. Children in the Early Years Foundation Stage benefit from excellent indoor and outdoor facilities, enabling them to follow a varied and challenging programme. Additional languages, for example, including Mandarin, French, German and Spanish, provide for the speakers of the wide range of home languages amongst pupils. After-school activities further enhance the number of languages available, including Ancient Greek and Latin. The German stream within the Primary School enables German nationals to follow their home curriculum, facilitating their planned return to education in Germany.
- 3.9 The curriculum is enhanced in many areas, offering further challenge to the more able through the provision, for example, of IGCSE courses in psychology and business studies. Provision for music and sport is a clear strength throughout the school and makes a marked impact on the development, achievement and enjoyment of pupils of all ages. The art and design departments typify much of the school in demonstrating a strong focus on quality, supported by high calibre resources, underpinning the school's aim to extend the achievements of pupils. The school is in the final phase of transition from A-level courses to the International Baccalaureate (IB), the current Year 13 sitting the final year of A-level examinations.
- 3.10 The curriculum is successful in meeting the needs of the range of pupils. Improvements in the planning and implementation of personal, social and health education (PSHE) since the previous inspection have had a positive impact on pupils' spiritual, moral, social and cultural development, most notably in the Primary School. In response to a recommendation of the previous inspection to improve provision for the sixth form, the school has improved its careers advice service and provided a silent study room. Also in response to a recommendation of the previous inspection, the school has made marked improvements in the provision for pupils with SEND. The introduction of school counsellors and additional specialist staff, together with improved programmes of study and additional resources, supports

pupils and classroom teachers strongly. Progress in the provision for pupils with EAL is at an earlier stage of development. Specialist EAL staff contribute significantly to the progress of these pupils so enabling them to do well. However provision for their needs in some of the individual lessons observed remains inconsistent.

- 3.11 Excellent curricular resources are provided to promote the school's philosophy, 'high performance learning', which encourages pupils to think for themselves, evaluate, explore, be creative and be independent in their learning. The most successful challenge for the more able pupils arises when these resources are used effectively in the classroom, for example, in a Year 12 German lesson, in which pupils used advanced evaluation and reasoning skills when undertaking text analysis.
- 3.12 The breadth of variety and appeal in the extensive range of artistic, historical, musical, sporting, scientific, academic and recreational activities, provided before and after school and at lunchtimes, ensures that a high proportion of pupils in both the Primary and the Secondary School, including those in the German stream, benefit from such provision. The programme offers extension activities for a broad range of aptitudes and interests, and also focuses on initiatives for the more able, those with EAL and those with SEND.
- 3.13 A broad range of sports activities includes recreational sport, squad training and swimming. The school's excellent sports facilities, including a swimming pool, sports hall, air-purified sports dome, and outdoor courts and pitches, enable pupils to have fun, keep fit, further their sporting prowess and hone their skills. Provision for music includes instrumental tuition, choirs, an orchestra and participation in the production of a school musical. The International Award, offered at bronze, silver and gold level, provides opportunities for physical activity, adventurous experiences and service to the community. Those wishing to expand their horizons further can participate in debating through the World Scholar's Cup or improve their diplomacy through the Model United Nations.
- 3.14 The regular marking of international festivals enables pupils to celebrate the diversity of other cultures, religions and nationalities, along with parents and the local community. Curricular provision is also enhanced through an extensive range of trips and excursions, some to local landmarks, such as a market and an orphanage, and others much further afield, for example to Tanzania and Vietnam. These enable pupils to develop their independence, resourcefulness and teamwork, and to learn more about or support communities other than their own.

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

- 3.15 Teaching is good and is in accordance with the school's aims. The school's recent adoption of its philosophy of 'high performance learning' for teaching and learning is central to its ethos. Although the specific characteristics of the programme were not explicitly seen in all lessons, they were clearly evident in the best examples of teaching. The majority of teaching provides suitable challenge for the most able pupils, particularly when it draws on the ideals of the philosophy. However, this was not a consistent feature across all lessons, and in a small number of cases, able pupils made slower progress than they were capable of.
- 3.16 In the Early Years Foundation Stage teaching stimulates interest and enjoyment, and lays firm foundations for future learning. Teaching is strongly effective in promoting progress. This is borne out by both parents and pupils in their responses to pre-inspection questionnaires. Almost all pupils reported that they are happy with

the progress they make. Similarly, a very large majority of parents reported that they are pleased with their children's progress.

- 3.17 Teaching is based firmly on an accurate understanding of pupils' needs, gained largely as a result of the significant time and commitment given by staff, both inside and outside the classroom, including extra individual support. Relationships between staff and pupils are constructive and co-operative, and pupils are regularly encouraged to work independently and to think for themselves, as noted by most pupils who responded to the questionnaire. Teaching exhibits good subject knowledge. Lessons are planned well and characterised by a wide and engaging variety of activities and by good pace. Through adept use of high quality teaching materials and eye-catching displays of pupils' work, teaching ensures that classrooms are interesting places to study. Teaching makes effective use of ICT and other resources, and enables pupils to create their own materials using the latest technology. It supports pupils in taking responsibility for their own learning, through, for example, peer assessment and working collaboratively with others.
- 3.18 Teaching strongly promotes reflection and critical thinking, as seen in a lively discussion in a Year 13 A-level English lesson, based on pupils' own research on Pinter's *The Birthday Party*. The recent introduction of the IB in Year 12 has enhanced the emphasis on independent thought and challenge. Teaching regularly draws on the diversity of the cultural backgrounds and experiences of the pupils. Despite the short-term nature of parents' employment postings in Beijing leading to a relatively transient pupil population, the high standards and expectations of teaching ensure significant progress for pupils, including those with different educational backgrounds and/or weak English language ability. In keeping with its inclusive admissions policy, the school provides effective extra support for those who need it. Following a recommendation of the previous inspection, support for pupils with SEND has improved significantly; across the school, specialist teachers provide well-targeted lessons for pupils with SEND and guidance to staff to ensure that such pupils receive individualised help in class. The number of pupils with EAL has risen in line with the growth of the school since the last inspection. A new team of specialists provides these pupils with the extra support they need to gain the skills and confidence for working in the mainstream curriculum, as noted particularly in an academic writing course in Year 11. This specialist teaching is highly effective in the support it provides but EAL support in some classroom teaching is inconsistent in its quality.
- 3.19 Assessment is a strength of the teaching. In response to a recommendation of the previous inspection, a formalised and effective assessment system now enables more consistent tracking of pupils' progress. Based on an annual cycle in the Primary School, with reference to English nationally expected levels, the process ensures very effective tracking of an individual's progress, which is used to guide lesson planning and identify trends. This information is shared with parents. In the Secondary School, target setting is based on cognitive ability tests. Together with staff assessment, these form clear motivational targets, which are prominent in the pupils' planners. Continuous assessment is also seen in detailed and helpful marking, which gives pupils useful pointers on how to improve their work.

## **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, and firmly supports the school's ambitious aim for each child to have amazing and unique opportunities to grow as a confident and responsible global citizen.
- 4.2 The pupils' spiritual awareness is excellent. They demonstrate a strong sense of awareness of non-material aspects of life within a friendly and positive school community. Throughout the school, both in class and in after-school activities, they display an evident sense of emotional maturity and self-awareness. The manner in which they conduct themselves further enhances the pupils' widespread self-confidence and self-esteem.
- 4.3 Moral development is excellent and pupils readily accept the school's behavioural expectations, with a mature attitude. For example, in the Early Years Foundation Stage, through their topic work, children gain an appropriate understanding of the benefits of recycling, and in their relations with others they demonstrate good behaviour and the need to share. Pupils develop a keen sense of moral and ethical values. In their discussions with inspectors pupils highlighted the influential role that the school's extensive sports provision has in fostering a clear sense of right and wrong, a view endorsed by inspection. Pupils take great pride in their school uniform, reflecting a high level of respect for the school, its staff and its values.
- 4.4 Pupils exhibit good social awareness. Throughout, they are eager to accept responsibility and to contribute to the society of the school. Through the Primary School Council, pupils have been instrumental in effecting change through consultation, for example, regarding school food. In their responses to the pre-inspection questionnaire, a very small minority of pupils, largely in the Secondary School, did not feel that they are given the chance to take on responsibility. A similar proportion in the Secondary School did not feel that the school listens to their views. In discussion, a small minority of older Secondary School pupils concurred with this view, whilst younger Secondary School pupils described in detail how recent requests had resulted in changes taking place. Inspection evidence indicated that the Secondary School has made progress in implementing the recommendation of the previous inspection to give pupils more responsibility. Secondary pupils now accept more responsibility through, for example, an increase in duties for prefects and appointment of a head boy and girl. Pupils also have more influence in the Secondary School through a number of effective pupil committees, that ensure that the pupils' voice is heard, influencing, for example, lunch menus and organisational arrangements in the dining room. The school is in the process of amalgamating these established groups into a Secondary School Pupil Council. The inspectors judged that the school is taking steps to respond to secondary pupils' views on these matters and that primary pupils are happy that their views are heard. Pupils' responses to the pre-inspection questionnaire highlighted a strong sense of belonging to the school and the rapid acceptance of new pupils into its community. Pupils contribute strongly to the world beyond the school through a diverse and rich mix of residential trips across China and abroad. An abundance of community service initiatives across the school supports different charities, including a 'shoebox appeal' to support children in hospitals, orphanages and impoverished neighbourhoods.
- 4.5 Pupils' cultural development is excellent; they demonstrate a strong and natural sense of awareness throughout the school. They conduct themselves with tolerance

and adaptability towards fellow pupils, within the school's culturally diverse population. Pupils in the German stream, for example, share their cultural traditions with the rest of the school. In lessons, pupils observe and debate how different cultures perceive everyday life. A strong bond across the school promotes a harmonious atmosphere and a sense of heightened cultural understanding amongst all members of the school community. Pupils exhibit a high level of awareness of and involvement in their own and other cultures. They demonstrate high levels of achievement in a broad range of music and drama presentations, from the orchestra to Chinese dancing, and in a significant array of social and creative cultural projects and activities, as celebrated in the bi-monthly school newsletter.

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

- 4.6 The arrangements for welfare, health and safety, including pastoral care, are excellent. Most pupils feel well cared for but a small minority of pupils, particularly in the Secondary School, do not feel that their concerns are fully listened to but inspection evidence does not support this view. High regard for the pupils' welfare is evident in provision throughout the school, from the close attention to their safety on site to the investment in air quality enhancement measures.
- 4.7 Staff provide effective support and guidance. An ethos of care permeates the school, particularly in the supportive and effective class teacher and form tutor pastoral arrangements. Pupils are taught to look after themselves and their peers, and to stay safe, on and off the school premises and online. In their responses to the pre-inspection questionnaire, a very small minority of pupils, mainly in Years 7-9, did not agree that they have someone to whom to turn with a concern. Inspection judged that pupils are strongly supported in this respect and have a number of sources of support; in addition to tutors and teachers, pupils have access to a wide range of staff, including welfare counsellors, qualified nurses in the school medical centre, and a network of pupils who provide peer support, such as reading 'buddies', house captains, prefects and the head boy and girl. In response to a recommendation of the previous inspection, sixth-form pupils have also been provided with additional careers counselling staff for support with their university applications.
- 4.8 Relationships between staff and pupils, and amongst the pupils themselves, are strong. In the Early Years Foundation Stage, children are encouraged to develop a caring approach to one another. Throughout the school, staff get to know pupils well, spending time with them across the range of the school's on- and off-site undertakings, and joining them for lunch. In the Secondary School, heads of year move up the school with their year group, enhancing their understanding of the pupils in their care. In response to the pre-inspection questionnaire, a small minority of students did not agree with the statement that teachers are fair with rewards and sanctions or treat pupils equally. Inspection found no evidence to support this view. The behaviour policy provides clear guidance on both rewards and sanctions, staff are further supported in managing behaviour through the SEND department's provision of useful practical strategies, and concerns are centrally recorded so that senior staff can monitor that policies are properly followed. Careful scrutiny of rewards and sanctions records shows that behavioural issues are taken seriously, that rewards and sanctions are consistently applied and that pupils are treated equitably.
- 4.9 The school invests in promoting good behaviour and preventing harassment through its policies and curriculum. Clear measures to deal with any bullying that may occur include a comprehensive anti-bullying policy, staff having undertaken substantial

training in the prevention and tackling of bullying, and the topic being covered in the programme for PSHE and in assemblies. In the pre-inspection questionnaire a very small minority of pupils, largely in the younger years of the Secondary School, felt that the school does not always deal successfully with any bullying that may occur. Inspection evidence does not support this view. Examination of records and discussions with staff show that instances of bullying or unacceptable behaviour are centrally recorded so that any patterns and trends can be readily identified. Scrutiny of these records shows that all reported incidents are investigated thoroughly and that appropriate action is taken in accordance with the school policy. All staff undertake appropriate training in matters of safeguarding and child protection, as part of their induction programme. The renewal of training for staff and for the designated persons at least matches requirements in England. The school's safeguarding policy is thorough and of an equivalent standard to that required in England. The appointment of new staff follows closely the school policy and procedures for safe recruitment.

- 4.10 All necessary measures are taken to reduce risk from fire; evacuation drills are conducted regularly, and equipment is serviced and tested as required. Arrangements for health and safety are thorough and are monitored effectively. The recently installed air purifying system helps to maintain a safe environment for work and recreation when the air quality index reaches high levels. Throughout the school, staff have a high level of awareness of health and safety. The assessment of risk is thorough, and sports and recreational equipment is checked daily.
- 4.11 The school makes excellent provision for pupils who are ill or injured or who have a disability, through a central, well-equipped medical room, staffed by qualified nurses, where records are maintained in due detail. A high proportion of staff are trained in basic first aid. A lift caters for ease of access between floors.
- 4.12 Pupils are strongly encouraged to be healthy. Drinking water is readily available and healthy meals are provided, with careful provision for pupils with particular dietary requirements. The school ensures widespread participation in physical activity. From the Early Years Foundation Stage onwards, health and hygiene are key topics in a number of curriculum areas. The admission and attendance registers are completed and stored with due care.

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

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

- 5.1 Governance is good. It ensures that the school achieves good standards overall in teaching and learning and that most pupils make good progress. The proprietorial company exercises a wide range of measures, including review visits, parental questionnaires and a regular reporting framework, to maintain a detailed oversight of the school's operations and its success in relation to its aims.
- 5.2 Governance is accomplished through a series of specialist boards. The company's academic performance board is tasked with ensuring that the school meets its responsibilities for educational standards through regular review of academic data. Similar measures, including monitoring of and support for the school's health and safety procedures by the company's regional office in Shanghai, enable well-planned financial management and shrewd investment in staff, accommodation and resources. An understanding of national requirements at the regional office assists the school in meeting the requirements of Chinese regulations.
- 5.3 These strategies, together with the support provided to the school through its advisory board, whose membership includes parents and staff, ensure that governance maintains a sharp insight into the working of the school.
- 5.4 Governance benefits from rigorous strategies for the monitoring and evaluation of the school, including the assessment of academic data against international benchmarks and information from other company schools, and the close scrutiny of staff appointment procedures, accident logs and safeguarding matters. Such measures ensure that the company is effective in discharging its responsibilities for child protection throughout the school.
- 5.5 Governance is strongly committed to the growth and improvement of the school and to providing well-focused support and challenge to staff. Members of the academic performance board visit to provide training for staff, and the company's staff college provides online training courses, including in child protection and school leadership.

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

- 5.6 The quality of leadership and management is good. Recent changes in senior leadership structure and personnel have resulted in greater devolvement of responsibility to staff at all levels; their empowerment and the setting up of working groups to implement the aims of the school have reinforced their impact. In both the Primary and the Secondary School, leaders work closely together to maintain a daily interchange of ideas and communication. Regular heads of year meetings in the Secondary School and the year group team meetings in the Primary School ensure effective communication and monitoring across the peer groups.
- 5.7 The clear educational direction is based upon self-evaluation. In promoting teamwork and leading team building, senior leadership identifies and, in most respects, drives forward the most effective practice to achieve consistency and progress throughout the school. Management is effective in gathering information to monitor the quality of teaching and learning, through strategies such as the scrutiny of pupils' work, line management meetings and observations from around the school. The school's leadership is successful in ensuring that its priorities are identified in a clear improvement plan, and monitoring of the plan's implementation

means that these are achieved. Change is managed well. In the Primary School, a series of regular workshops, organised by staff for parents, ensures that new educational strategies, for example, in the teaching of phonics, are communicated effectively to parents. These are mirrored by curriculum and information evenings in the Secondary School, at which translators for Chinese and Korean languages are deployed where necessary, to ensure effective communication.

- 5.8 The school is successful in recruiting and retaining appropriately qualified staff. All appointees complete a course in child protection, provided by the company's staff college, prior to starting work, ensuring that staff are suitably trained in promoting safeguarding, welfare, health and safety. Key staff have undertaken training in safer recruitment, ensuring that the school operates rigorous procedures for checking staff prior to appointment. The school has gained recognition as a centre for the induction of newly qualified teachers. Formal systems for evaluating teaching and pastoral care, and for appraising staff and the principal, have been refined recently in response to recommendations from the previous inspection. They provide strong focus on support for staff and are closely linked to continuing professional development, which is welcomed by staff.

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

- 5.9 The quality of links with parents, carers and guardians is excellent, and is in keeping with the school's promise that parents will be treated as part of the school community. Contact with parents is welcomed through the school's commitment to an 'open door' policy. This enables parents and staff to work together to provide a well-rounded education for pupils. Parents are invited to support their children through the school's sharing of a wealth of information about their experiences and progress on a regular basis.
- 5.10 Parents' responses to the pre-inspection questionnaire showed overwhelming support for the school and its work. Communication between parents and key staff is actively encouraged and maintained through regular meetings and a daily summary of what pupils have done during the day throughout the school. For example, in the Primary School, parents often receive photographs of their children taking part in activities as they take place. Staff work very hard to ensure that a constructive relationship is maintained with parents. The school employs a wide range of strategies to seek the views of parents, including an annual survey, a 'meet the executive leadership team' event, informal 'cha and chat' sessions and a termly open forum. In order to help parents with limited English, interpreters ensure that they can fully understand and feel involved in their children's progress.
- 5.11 Parents of current and prospective pupils receive the required information about the school, principally through the school website. They also receive a wide range of regular newsletters, with news of achievements and developments. The website, school prospectus and parents' handbooks are readily accessible, comprehensive and informative. Parents receive detailed information on their children's progress. Written reports are issued twice each term in the Primary School. In the Senior School, a clear explanation of English National Curriculum levels accompanies termly personalised reports, with target grades provided and advice to parents for each subject on what their children do well and what they need to improve. Since the previous inspection, the school has introduced interim report cards and more information on targets so that parents are kept up to date with their children's progress. In response to the pre-inspection questionnaire, a very small minority of parents expressed concern about the school's help for pupils with special educational needs and/or disabilities. Inspection evidence from scrutiny of

documentation and pupils' work, discussions with staff and pupils, SEND records and lesson observations show that provision in this area is particularly strong, following significant improvements made in response to a recommendation of the previous inspection.

- 5.12 Parents have many opportunities to be actively involved in the life of the school community. The 'chatterbox café' in the school lobby provides a central meeting place. The parents' association has a significant role in providing parental feedback through its regular meetings with the senior leadership and staff. Its main focus is on raising money for various charities and providing extra facilities for the school through the organisation of events. Parents provide strong support at sporting, musical and drama occasions.
- 5.13 The school's complaints policy meets all the requirements and scrutiny of the records shows that the policy is implemented consistently. Parents' concerns are appropriately investigated and recorded with care and sensitivity, a view emphasised in the parents' positive comments in questionnaire responses.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with members of staff and representatives of the proprietorial company, 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

Mr Christopher Sanderson	Reporting Inspector
Ms Margaret Burnet Ward	Senior Team Inspector (Head, HMC school, UK)
Mr Jeremy Lees	Senior Team Inspector (Principal, COBIS school, Thailand)
Mr Stuart McLay	Junior Team Inspector (Principal, International school, Malaysia)
Mr John White	Junior Team Inspector (Former Head of Boarding, HMC/IAPS/COBIS school, Brunei)
Ms Christine Williams	Junior Team Inspector (Head of Junior School, HMC/COBIS school, Italy)