



**INDEPENDENT SCHOOLS INSPECTORATE**

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT ON  
BRITISH INTERNATIONAL SCHOOL OF NEW YORK**

# INDEPENDENT SCHOOLS INSPECTORATE

## British International School of New York

Full Name of School	<b>British International School of New York</b>		
Address	<b>20 Waterside Plaza New York 10010 USA</b>		
Telephone Number	<b>001 212 481 2700</b>		
Fax Number	<b>001 646 607 5970</b>		
Email Address	<b>info@bis-ny.org</b>		
Headmaster	<b>Mr William Phelps</b>		
Chairman of Directors	<b>Mr Anthony Millard</b>		
Age Range	<b>3 to 14</b>		
Total Number of Pupils	<b>259</b>		
Gender of Pupils	<b>Mixed (135 boys; 124 girls)</b>		
Numbers by Age	3-5:	<b>49</b>	5-11: <b>186</b>
	11-14:	<b>24</b>	
Inspection dates	<b>05 Mar 2012 to 08 Mar 2012</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 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 International School of New York was founded in 2006 as a day school for boys and girls between three and fourteen years of age. It is part of the International British Schools (IBS) Group, a private company specialising in education. The group operates a sister school in London as well as one in Texas. The school has grown in size as year groups have been added and now educates pupils up to and including Year 9. Directors of the IBS board act as governors for the school. The school occupies a city centre waterfront site on the East River in Manhattan, New York, not far from the United Nations.
- 1.2 The school's mission is to provide an inclusive collaborative learning community that merges the academic rigour of the English National Curriculum (NC) with the enquiry-based approach of teaching and learning as expounded by the International Baccalaureate (IB). It expects this combined approach to develop life-long learners who demonstrate respect, understanding and a commitment to an improved world. The school aims to ensure that its pupils, including those receiving learning support, will enjoy a rounded education in which they are challenged and stimulated within a safe learning environment. It seeks to encourage them to participate and take action, and ultimately to compete effectively in today's world.
- 1.3 Currently, the school educates 259 pupils, 135 boys and 124 girls, between the ages of 3 and 14. Of these, 49 are in the Foundation Stage, in the Nursery and Reception classes. The 186 pupils in Years 1 to 6 take the IB Primary Years Programme (PYP), and the 24 in Years 7 to 9 adopt the IB Middle Years Programme (MYP). The pupil body is divided approximately into one-third each amongst British expatriate families, American citizens and those of other international backgrounds, reflecting both the cosmopolitan character of New York City and the transient nature of temporary work deployment to the city, particularly to the United Nations. There are 52 pupils with English as an additional language (EAL), of whom 15 receive specialist support for their English. The school has identified 32 pupils with special educational needs and/or disabilities (SEND) of whom 16 require specific learning support. Pupils join the school at many different stages and from a wide range of education systems. Although the school uses its own entrance tests for admission purposes, pupils do not undertake standardised tests of ability after arrival in the school. The ability profile of the school is broadly in line with the English national average.
- 1.4 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 highly successful in meeting its ambitious aims to provide an education for pupils to inspire and stimulate a love of learning, within an international community. Standards of achievement are excellent, and pupils have outstanding speaking, listening and literacy skills for their age. They are exceptionally confident learners and embrace wholeheartedly the principles and philosophy of the IB and its distinctive learning style. They apply their thinking skills both carefully and effectively and show particularly strong communication skills. Pupils, including those in the Foundation Stage, make good progress in lessons and show learning skills well above those expected for their age. The challenging and enquiry-based curriculum and the excellent teaching make key contributions to the achievement of these high standards and excellent attitudes to learning.
- 2.2 Boys and girls of all ages show excellent personal development and display very strong spiritual, moral, social and cultural awareness. They appreciate and respond well to the global outlook fostered by the international nature of the school community. Pupils' relationships with each other and with their teachers are a true strength of the school. Pupils benefit greatly from the strong pastoral support and guidance they receive, and from the effectiveness of the arrangements to ensure their health and safety and promote their welfare and well-being.
- 2.3 The school's governance, the effectiveness of the leadership and management, and the quality of the partnership formed with parents are all excellent, and help to promote the special character of the school and the success enjoyed by its pupils. Responses to the parents' pre-inspection questionnaire showed particularly strong support for the range of subjects and learning experiences, the attitudes and values promoted by the school, the high standards of behaviour, the ease of communication with and the information provided by the school, and the encouragement to be involved in its work. A small minority were less positive about the provision of extra-curricular activities, especially for older pupils. The school is aware of a need to diversify the programme offered. Pupils were equally positive about the school, and virtually all those responding to the pre-inspection questionnaire find the work interesting, feel that they make good progress and appreciate the help given by their teachers.

### **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. Identify appropriate methods to assess more precisely the ability of pupils joining the school.
  2. Build on existing assessment procedures to provide a mechanism for recording the progress of pupils over time.

### **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 overall quality of pupils' achievement throughout the school is excellent. Boys and girls of all ages are well educated, in line with the school's aim to provide a collaborative learning community within which pupils will be challenged and stimulated. From the early stages of their education, pupils show a marked ability to link different areas of knowledge, and recognise that information can be applied to different situations. Pupils have a good knowledge of the subjects they study. Those in Reception recognise the need to make a fair test in their investigations. Those in Year 1 make predictions and estimates with considerable accuracy. Year 6 pupils have a good knowledge of the workings of the main human organ systems, while pupils in Year 8 understand the impact of the Industrial Revolution on individuals. Throughout the school, pupils have outstanding speaking, listening and literacy skills for their age. They can articulate and defend an argument through confident debate and telling written work, showing an excellent range of writing styles suited to different purposes. For example, pupils in Year 6 distinguish clearly between, and evaluate the impact of, explicit and implicit statements. Pupils' numeracy is excellent, and they manipulate numbers and data effectively in their enquiry-based work. Their competence in information and communication technology is strong, those in Nursery using tablet computers and pupils in the MYP using graph-plotting applications effectively.
- 3.2 Pupils show high levels of logical and independent thinking, and consider it natural to reflect on their work and how they can improve it. Their enquiry-based units of work enable them to show great initiative in planning and agreeing investigative approaches, and in sharing their thinking and conclusions in groups. Pupils show significant creative skills in their writing and artwork. Both boys and girls have achieved success in mathematics, chess, debating and art competitions, in music examinations, and in track and field events.
- 3.3 Pupils do not undertake English national tests at the ages of seven and eleven, and so their attainment cannot be measured in relation to the average performance in such tests in England. However, on the information available, their attainment is judged to be high in relation to English national age-related expectations. Pupils follow a demanding international curriculum and, on leaving the school, proceed to competitive senior schools in New York and the UK. Inspection evidence confirms this judgement and includes consideration of the levels at which pupils are working in relation to international and English national expectations. This level of attainment as judged indicates that pupils' progress is at least good over the short-term relative to those of similar ability elsewhere. However, judgements of progress over the longer term are limited by the mobility of many international pupils, by the relatively short period over which assessment data has been collected by the school and by the lack of a clear assessment of pupils' ability on arrival to the school. Those with SEND or EAL make good progress, as shown by their performance in standardised teacher assessments and the improvement in their written and spoken English over time.
- 3.4 Pupils' attitudes to their work and their learning skills are outstanding. They are exceptionally confident learners and embrace wholeheartedly the principles and philosophy of the IB Learner Profile. They are naturally curious and keen to find out answers to problems. They apply their thinking skills carefully and effectively, and show particularly strong communication skills. They approach unfamiliar situations



with enthusiasm and an open mind, and are highly articulate, even at an early age, in stating and defending their opinions. Pupils listen to the views of others with respect and demonstrate courtesy and tact if they disagree.

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

- 3.5 The curriculum is excellent in its scope and quality. It has a positive impact on the pupils' learning and achievements, and meets the school's aim of blending the requirements of the English National Curriculum with the philosophy of the enquiry-based approach of the IB Learner Profile. It provides a broad, balanced and appropriately challenging programme of study that meets the needs of pupils of all ages and abilities and excites the pupils' enthusiasm. The formal curriculum is supported by a range of extra-curricular activities that is satisfactory given the size of the school and its city-centre location.
- 3.6 The curriculum is supported by extensive documentation, illustrating the school's determination to combine the NC and IB successfully. This gives coherence and continuity to the curriculum, starting at the Foundation Stage, where subjects are taught effectively through six areas of learning, including personal, social and emotional; language and literacy; and reasoning and numeracy. Between Years 3 and 6, the PYP provides structure and support for individual approaches to studying the subjects of the NC. This takes place through 'units of enquiry', which include 'Who are we?', 'How the World Works' and 'Sharing the Planet'. The enquiry units involve extensive cross-curricular links and develop strong research and independent thinking skills. The units also place strong emphasis on literacy, critical thinking, reflective practice and communication skills. These qualities and others were observed throughout the school, for example with Reception pupils in their work on pirate ships in science. The curriculum fosters highly positive attitudes to learning, and also allows teachers to adapt material skilfully, enabling pupils with SEND or EAL to participate fully, whilst challenging the most able. The MYP has recently been introduced for Years 7 to 9, and Latin is also added to the timetable at this stage. The programmes of study for these older pupils build on earlier approaches and extend their independent learning.
- 3.7 Subjects like art, music and physical education are also important aspects of the curriculum, and are further developed through whole-school activities, such as the current production of *Willy Wonka*. The school choir involves approximately one-quarter of the pupils, and has performed at a local hospital as well as in school productions. A group of older pupils is planning to use drama to promote the concept of fair trade at or after the production of *Willy Wonka* - an example of applying the reflective thinking and social awareness they have developed through the curriculum.
- 3.8 The extra-curricular programme is an additional provision offered by the school. The school makes use of local facilities to further enrich its core curriculum, taking pupils to visit museums and exhibitions, and to Central Park, and using nearby sports facilities. Visits further afield are also organised, including the planned forthcoming trip to London.

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

- 3.9 The quality of teaching is excellent across the school and supports its aims effectively. Well-planned and knowledgeable teaching enables pupils of all ages to develop their learning skills, thus fulfilling the school's aims to encourage them to set goals, take risks, make decisions and develop a love for learning. Teaching is highly successful in stimulating pupils of all abilities and needs, including those with EAL, the more able and those needing learning support. Seemingly similar worksheets are subtly adapted to cater for different learning needs in class. The best teaching is inspiring and enthusiastic and, as a result, pupils are highly motivated, responsive and encouraged to do their best. The excellent deployment of classroom assistants ensures that pupils are given a consistent and effective level of support at all times within the classroom. In a stimulating, caring environment with an emphasis on enquiry, pupils acquire new knowledge, increase their understanding of the world and develop their skills.
- 3.10 Teaching methods are varied to utilise the planned tasks to maximum effect. Debates, quizzes, games and puzzles are all used effectively to stimulate interest and curiosity. Within the MYP, pupils are given the freedom to devise their own investigations, being encouraged, for instance, to alter the proportions of ingredients in a recipe for muffins, often with surprising outcomes. Teachers use resources very effectively, making the most of their classrooms to enrich their pupils' learning. A Year 6 group enjoyed using digital cameras to record and edit the images produced from photographing the shadow puppet theatre they had created. The teaching encourages pupils to work both independently and collaboratively, and to be proactive learners with time to reflect and contribute openly and confidently when developing and exchanging ideas. In a small number of less successful lessons, the learning was predominantly teacher directed, preventing pupils from contributing fully; and tasks chosen lacked a variety of opportunities to extend their learning.
- 3.11 Teachers continuously track their pupils' progress using a structured system that links current achievement to English National Curriculum objectives and levels. This information is used to influence lesson planning and to set targets for the pupils. Twice each year pupils' attainment is evaluated against the English Early Learning Goals or the English National Curriculum age-related levels. In addition, pupils' achievement is assessed against the prescribed criteria and attainment levels linked to the PYP and MYP. However, the school is not yet able to use this information to measure pupils' progress effectively over time. Pupils are also much involved in the assessment process as they regularly complete self- and peer assessments. These involve the completion of 'reflection sheets' at the end of the unit of enquiry as well as highlighting criteria met within a piece of work. These are used to inform the pupils of their targets for the future and help them to improve and develop their skills.
- 3.12 The school's marking policy, which is understood by the pupils, places emphasis on the value of discussing marked work. The pupils report that this system is particularly helpful as they can discuss strengths and areas for development with their teachers.

## **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, and is fully in line with the aims of the school and its mission statement. The happy and confident pupils feel valued and fulfilled. They work harmoniously together, developing a sense of responsibility towards the school community and the wider world.
- 4.2 The spiritual awareness of the pupils is very well developed. From the Nursery upwards, pupils display a strong sense of their personal worth and that of others, shown in the way in which they conduct themselves in lessons and elsewhere. Pupils benefit from opportunities to learn about different faiths, but also to use creativity and imagination and to question. This is developed strongly through the IB units of enquiry, which enable the pupils to develop a strong sense of their own identity as well as to reflect on and understand the world around them. A Year 4 class studied challenges facing children around the world and considered the difference between need and want.
- 4.3 Pupils show high levels of moral understanding. From an early age, pupils are encouraged to distinguish right from wrong, and to understand what it means to be principled. They instinctively recognise importance in personal values and good behaviour. The use of the school's 'action cycle' is embedded into the management of behaviour, where pupils are encouraged to reflect, choose and act. Pupils discuss and assess real-life issues seriously.
- 4.4 The pupils' social development is outstanding. They see the school as their community and recognise and appreciate the part they play within it, for example through contribution to class blogs. They are confident communicators, and polite and helpful to visitors. Nursery children learn how to shake hands, to smile and to use eye contact. The citizenship unit of enquiry enables pupils to consider how they can be good citizens within their school, their country and the world. Pupils from Reception to Year 9 are involved in the school council and suggestions and ideas are collected for consideration at council meetings. The school places strong importance on collaborative learning, and so from the Nursery upwards pupils learn to work and co-operate well together.
- 4.5 Pupils' cultural awareness is excellent. Global citizenship has a high profile within the curriculum and the ethos of the school. This is reinforced by the wide variety of cultures and nationalities within the school. Pupils are interested in where their friends come from and in the cultures they represent. The parents' association enriches the experience by organising International Week. Pupils spoke knowledgeably and enthusiastically about the different foods, costumes and artefacts on display. Pupils also benefit from the richness of cultural diversity through the choices of literature, art and music experienced within the school.

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

- 4.6 The arrangements for welfare, health and safety are excellent. In line with the school's aims, the pastoral care of the pupils is a very high priority and is implemented very successfully. Pupils say that they feel safe and well supported in the school, which provides them with a happy, relaxed and secure environment. The teachers know their pupils well and provide excellent pastoral support across the full age range within a well-planned structure with clear lines of responsibility, starting with the form teachers and tutors and culminating with the headmaster and deputy head. Parents expressed their strong satisfaction with the pastoral arrangements, which are strengthened by the very good relationships and contact the school has with them. The IB Learner Profile, encouraging sensitivity to the needs of others, creates natural opportunities for teachers to discuss social and moral issues with their pupils.
- 4.7 The excellent relationships between pupils and teachers and amongst pupils themselves are a key strength of the school. The supportive attitude of pupils towards each other in class is equally in evidence during periods of less closely supervised activities, such as unstructured playtime. A senior pupil spoke of a club that had been formed amongst pupils with the object of performing random acts of kindness. In such an atmosphere acts of unkindness, such as bullying, are reported by pupils to be extremely rare. Nonetheless, the school has a robust policy, including sanctions, to respond to any anti-social behaviour should it occur. Sustained good behaviour and academic progress are rewarded, for the younger pupils through an achievement book, and pupils are constantly reminded to think carefully about the consequences of their actions.
- 4.8 Safeguarding arrangements in the school have an appropriately high priority and are underpinned by a detailed policy, which is implemented effectively and conforms to local requirements. The leadership serves as the school's child protection officer, and ensures that all necessary checks on new employees, and other adults connected with the school, are carried out. He also ensures that appropriate training and guidance are provided.
- 4.9 Arrangements to promote the health and safety of pupils and staff, and to minimise the risks of fire and other hazards, are well documented, efficiently implemented, regularly reviewed and highly effective. Fire drills are held at frequent intervals, and recorded. Appropriate risk assessments are drawn up for the school premises and off-site activities.
- 4.10 The school promotes healthy living and the well-being of its pupils strongly. The academic curriculum embraces health education, in which the school nurse is also involved, and all pupils are timetabled to take some physical exercise, including swimming. During the week of the inspection, Year 6 pupils organised a Wellness Expo, with well-researched information about the effects of legal and illegal drugs. Parents and younger pupils were invited to attend. All school staff have received first-aid training, many at a higher level. An illustrated list of pupils who have specific medical conditions is produced, and the nurse supervises an area where pupils who are ill or injured or who have other needs can be temporarily and appropriately looked after. The school encourages healthy eating in conjunction with its caterers, who plan for healthy food choices at lunchtime. The admission and attendance registers are appropriately maintained.

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

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

- 5.1 The quality of governance is excellent. The directors provide very strong support for the leadership and the work of the school. The board is particularly well represented in terms of educational expertise. Although it has responsibility for three very different schools, it has carefully organised its structure and procedures to ensure close and regular contact with this school so that the school's progress and needs are given full due attention. Excellent communication with the leadership enables the board to achieve a clear grasp of the successes and achievements of the pupils and staff. Small committees provide a detailed focus on educational and financial matters and strategy, and the presence of a resident director within the school allows the board to gain a clear insight into day-to-day matters and achieve close monitoring. Directors meet four times each year, make regular conference calls, carry out frequent email consultations and receive weekly briefings from the leadership. In this way they are able to support and sustain the school's forward momentum for development and ensure its continued success.
- 5.2 Directors have invested significantly in human and material resources, and have the well-being and academic success of the pupils as their top priorities. They have signalled their confidence and faith in the school through their commitment to the IB programme at both the primary and middle years stages. They support the leadership in agreeing and articulating strategic priorities, such as the need to ensure the most effective use of space, and drawing up budgets. They visit the school frequently, meeting staff and often visiting classes.
- 5.3 The directors take their responsibility for ensuring high levels of welfare, health and safety very seriously. They review and approve a wide range of policies and handbooks, and ensure that appropriate staff recruitment procedures are in place. A designated director for child protection liaises closely with the leadership and reviews the effectiveness of the school's safeguarding procedures.

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

- 5.4 The quality of leadership and management throughout the school is excellent, and contributes significantly to the success enjoyed by its pupils and the fulfilment of the school's mission and purpose.
- 5.5 Since the arrival of the current headmaster, the senior leadership team has been restructured and strengthened; it provides strong support for the school and its staff, and reaffirms the school's purpose in providing a British international education with a global outlook. Senior leaders and staff at all levels are united in their strong sense of purpose, and are wholeheartedly committed to the curricular and pastoral progress of the pupils and the high standards achieved in their personal development.
- 5.6 The senior leadership team, and the academic council, including subject heads, provide the stimulus for planning and implementing the future academic direction of the school. The heads of the school's three divisions oversee the pastoral provision, and ensure that form teachers and tutors are equipped to monitor the educational progress and pastoral development of their pupils. A wide range of policies and procedures, and a comprehensive staff handbook, assist in the implementation of consistent and effective practices by staff. Strategic goals and aspirations for the

future underpin the school's drive to respond to change and challenges, and maintain the momentum for increased success. This school is sure of its future direction and of what it wants to achieve for its pupils.

- 5.7 The school recognises as a primary asset the body of hard-working staff, who benefit from the collaborative leadership style and embrace the ethos and aims of the school enthusiastically. Leadership and management have been particularly successful in providing structures for staff to assess and reflect on their work. In this way, staff develop their professional skills and strategies through dialogue with colleagues, whole-staff discussion on educational and pastoral matters, and attendance at a wide range of external courses and conferences. All staff undertake online child protection training when starting in the school, and receive regular annual updates on safeguarding matters and further appropriate welfare training in areas such as first aid and fire safety.
- 5.8 The school is rigorous in carrying out all necessary checks on the suitability of staff on appointment. These include checks against the US national database and fingerprint checks against state records, as well as, where relevant, checks through the UK Criminal Records Bureau. The results of these checks are recorded accurately.

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

- 5.9 The school has formed an excellent relationship with parents in support of its aim to provide an inclusive and collaborative learning community. Those parents responding to the pre-inspection questionnaire showed a very high level of satisfaction with the life and work of the school. They particularly approved of the range of subjects and learning experiences, the attitudes and values promoted by the school, the high expectations of behaviour, the ease of communication with and the information provided by the school, and the encouragement to be involved in the school community. A small minority were less positive about the provision of extra-curricular activities, particularly for older pupils. The school is aware of the need to diversify the programme offered, although some clubs offered recently have ceased due to lack of support.
- 5.10 Parents have many opportunities to be productively involved in the school's life and with the progress of their children. Three parents' conferences with individual teachers are held each year, one of which is led by the pupils themselves, who show their work to their parents, reflect on their success and share their targets for the future with them. Additional open evenings take place to discuss issues such as the curriculum. Parents take part in the International Week and Book Week, and benefit from social occasions organised by the active parents' association; some of these, such as the quiz night, are based on their children's house groups.
- 5.11 The parents' portal on the school's website enables them to access large quantities of relevant information about the school, including policies and other documentation, as well as the headmaster's weekly newsletter. Pupils' reports are available electronically. These provide detailed and helpful information about their achievement, progress and future prospects. More urgent information, for example on the impact of adverse weather conditions on the school's routine, is sent to parents by automatic text alerts. The school makes available all required information to parents of current and prospective pupils.
- 5.12 The school takes any concerns expressed by parents seriously and responds to these swiftly and with sensitivity, in line with its appropriate published procedures.

## **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 members of the board of directors, 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 Timothy Holgate

Dr Christopher Greenfield

Mrs Val Weakley

Reporting inspector

Team Inspector (Principal, ISA school, UK)

Team Inspector (Former Deputy Head, ISA school, UK)