



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**International Community School**

**February 2023**

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## School's Details

<b>School</b>	International Community School			
<b>DfE number</b>	213/6304			
<b>Address</b>	International Community School 7b Wyndham Place London W1H 1PN			
<b>Telephone number</b>	0207 935 1206			
<b>Email address</b>	admissions@ics.uk.net			
<b>Principal</b>	Mr Alec Jiggins			
<b>Proprietor</b>	Globeducate			
<b>Age range</b>	3 to 19			
<b>Number of pupils on roll</b>	141			
	<b>EYFS</b>	5	<b>Juniors</b>	53
	<b>Seniors</b>	64	<b>Sixth Form</b>	19
<b>Inspection dates</b>	21 to 23 February 2023			

## 1. Background Information

### About the school

- 1.1 The International Community School is an independent co-educational day school, specialising in the provision of the International Baccalaureate programmes. It is located across two sites in central London, comprising a primary school for pupils aged three to ten years and a secondary school for pupils aged eleven to nineteen years.
- 1.2 Founded in 1979, since 2017, the school has been owned by Globeducate. An advisory board provides local support to the school.
- 1.3 The Head of School has been in post since August 2022. The school has previously been inspected by Ofsted.

### What the school seeks to do

- 1.4 The school aims to promote the values of freedom, internationalism, democracy, respect, and the rule of law. It seeks to teach pupils to think for themselves and apply different methods of learning and inquiry within a supportive, but challenging, environment. The objective is that each pupil will leave the school equipped with the knowledge and skills and empathy towards others, to be successful in their future lives and careers.

### About the pupils

- 1.5 The school's pupils represent over 65 nationalities and their families comprise a range of backgrounds, including those from diplomatic and business communities. Standardised data provided by the school indicate that pupils' ability is broadly average compared to those taking the same tests nationally. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND) with a range of diverse needs, including autistic spectrum disorder and dyslexia, of whom 20 receive additional support. There are no pupils with an education, health and care (EHC) plan. There are 12 pupils for whom English is an additional language (EAL), of whom 7 receive additional support in this regard.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 In the primary school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's Middle Years Programme and Diploma results for the International Baccalaureate, in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.16 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.20 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils in the secondary school make good progress in their work, though this was not consistently the case in the primary school.
- Pupils are confident in expressing their ideas in lessons.
- Pupils are effective independent and collaborative learners.
- Pupils display enthusiasm for their studies and the majority approach their lessons positively.

3.2 The quality of the pupils' personal development is good.

- Pupils show excellent self-understanding and reflect thoughtfully on how to improve their learning.
- Pupils are effective in the way they work together to solve problems.
- Pupils have a good sense of community and of their individual responsibilities both within the school and beyond.
- Pupils show a strong understanding of the diversity of their school and are inclusive in their attitude towards each other.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that the more able pupils across the school make full use of their potential by engaging in consistently challenging work.
- Ensure younger pupils develop further their broader social skills and awareness as well as their leadership skills.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 The pupils, who have a wide range of abilities, make good progress in the secondary school, achieving well within the International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma programme. They mainly exceed the school's own expectations of their performance. In 2022, all leavers gained places at their first-choice university. In the primary school, pupils' progress within the IB Primary Years Programme (PYP) is sometimes less assured, but they are achieving within the school's



expectations of their outcomes. Pupils with SEND or EAL achieve results in line with or above those of the main cohort. In the questionnaires both parents and pupils commented positively on the success of the academic programme and its delivery.

- 3.6 Pupils in the secondary school display good and sometimes excellent levels of knowledge in their work across the subject range. Pupils then make effective use of their understanding and apply this to new situations. Pupils engage well with the thematic and synoptic nature of the curriculum. Some older pupils excel and thrive because of the autonomy and creative flexibility available to them in the curriculum. Pupils in the primary school demonstrate a sound level of knowledge, skills and understanding but the more able pupils do not always have sufficient opportunity to encounter more challenging tasks and show their full potential. Pupils in a Year 12 French lesson displayed good knowledge of grammar in their analysis of a text and then successfully corrected the deliberate errors in it. Pupils in a Year 7 humanities lesson showed a good level of skill and understanding in the way they worked out how to present their ideas and conclusions on the task of relating wealth to happiness. In a Year 9 design technology lesson, pupils applied their knowledge effectively to understand how gravity vehicles worked. Pupils in a Year 2 art lesson were accurately and confidently using the terms abstract and realistic, in their description of a number of different portraits.
- 3.7 Pupils across the school are articulate communicators in lessons, eager to present their ideas. They speak with confidence to a range of audiences. Their excellent command of vocabulary is commendable given that for many of the pupils, English is not their first language. Primary pupils enjoy discussion and are generally engaged when talking about their learning. Pupils across the school, are not always as strong with their listening skills. They write with imagination and enthusiasm, in a variety of styles though younger pupils are not as confident with their technical writing skills. Pupils in a Year 13 English lesson were confident in the manner in which they presented their ideas to the group. They expressed themselves clearly and coherently. In a Year 2 phonics lesson, pupils effectively discussed the spelling of phase 5 tricky words. They explained clearly what they understood and asked questions when they were unsure. Pupils in Year 7 confidently produced a dramatised reading of *Romeo and Juliet* and managed some challenging vocabulary with aplomb.
- 3.8 Pupils in the primary school work confidently in mathematics but progress is sometimes limited by a lack of pace in lessons. They apply their knowledge and skills in numeracy to other areas of their learning. Pupils in Year 4 successfully used their numerical skills to identify patterns in poetry. In interview, pupils in the secondary school say they feel confident of their abilities in numeracy and that they can apply these to other relevant subjects. This was apparent in some design projects from sixth-form pupils, where there was good use of statistical information, presented in a variety of graphs and tables. Pupils in a Year 13 mathematics lesson made excellent use of equations in a differentiation question but in other mathematics lessons, there was sometimes a lack of challenge for the more able.
- 3.9 Pupils are adept in their use of information and communication technology (ICT) and show increasing proficiency as they progress through the school. They are frequently required to use these skills in other subjects, and it is well embedded in the educational culture of the senior school. Pupils use ICT in their lessons when researching for presentations, recording their work and for more complex tasks such as editing their own films and producing podcasts. Year 12 scientists competently and collaboratively integrated their ICT skills into their work on calculating masses, Year 11 pupils skilfully developed video presentations on their physical health programme, adding a commentary by using a variety of applications.
- 3.10 Pupils in the primary school have strong study skills and these are taught from a very early age. They understand the importance of questioning to further their understanding and are not afraid to challenge each other's thinking. Pupils in a Year 2 unit of inquiry lesson produced successful presentations using a range of sources. Secondary school pupils also have strong study skills and use these effectively in their learning. They learn to approach their work from a broad perspective and are confident in expressing their ideas and developing their responses to questions and tasks. In a Year 11 English lesson, there was strong use of peer discussion, offering a critical analysis of other pupils' work.

Sixth-form pupils in an English lesson, showed excellent peer analysis skills and constructive criticism towards each other regarding their speech presentations; they displayed high levels of skill in analysing and then critiquing the range of sources they had used to explore global issues.

- 3.11 Pupils participate in a range of activities beyond the classroom and achieve success in many of them. Pupils in the primary school have performed particularly well in visual and performing arts, winning prizes in a national schools visual arts competition. A group of Year 6 pupils took part in an international music festival in Spain. Pupils have participated in an independent schools' poetry competition and been commended for their work. Pupils in Year 13 are exhibiting their artwork in a London gallery in March. Pupils are taking part in the Model United Nations assembly to be held in Nice later in the year, whilst other have achieved success in a London fencing competition. The school reached the finals of a national schools competition for innovation and excellence in the performing arts.
- 3.12 Pupils are effective independent and collaborative learners and generally approach their work with enthusiasm and interest. They mostly remain engaged with their work throughout lessons. There are some exceptions where concentration drops, usually related to the lack of challenge in the lesson and this affects the overall progress of these pupils. However, the majority of pupils are fully focused on their learning and want to make progress. Pupils are reflective and evaluative, and they excel in group work. The focus of the IB curriculum, with its attitude to learning character traits, contributes to the development of the pupils' positive outlook. Pupils in a Year 7 science lesson enjoyed the opportunities to develop their own work and made good progress as a result. Year 6 pupils worked collaboratively and successfully, to produce a slideshow on global economies.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is good.
- 3.14 The majority of pupils present themselves as self-confident and assured individuals, fully involved in their learning. They have strong skills of self-reflection and understand the importance of working consistently towards their goals. They are honest when evaluating their progress and are aware of their strengths and weaknesses. They relish a challenge and demonstrate resilience in approaching their work. They adapt well to different challenges and excel in the project-based, learning tasks. Pupils in a sixth-form theory of knowledge lesson displayed good self-understanding in enunciating that everyone thinks differently on the concept of God because it is something that is very individual. They were able to explore each other's opinions and views, showing their mutual understanding. Pupils in the primary school demonstrated confidence in their own abilities and used verbal instruction from their teachers to guide them in how they improve their learning. Pupils in Year 6 showed some good reflection on their unit of inquiry work, as they considered what was the best way forward with the task. In the questionnaires, parents commented favourably on the support for the individual and developing their children's confidence.
- 3.15 Most pupils are conscientious, self-reflective learners, and they are given plenty of opportunity to show this, through their academic curriculum. They have a clear understanding of the importance of their decision-making and the implications it may have for their future and their wellbeing. They are involved in making decisions in their work as a matter of course. They are often faced with needing to choose the next step in a task and having to weigh up the pros and cons of each possible option. This in turn develops those skills necessary for deciding on their futures beyond school. Older pupils expressed their appreciation for the support the school provides in this regard. In a Year 6 lesson on units of inquiry, pupils created their own economy, comparing it with London's economy. They then reflected on what they needed to do to complete their work and make further improvements. Pupils in a Year 13 film studies lesson made logical choices on how to cut down the length of the presentation and produce something that was coherent and would achieve its objective.

- 3.16 Pupils in the secondary school are aware of those deeper aspects of life, beyond the practical elements of their daily work. Through the community service focus, and the attitude for learning skills, inherent in the curriculum, pupils can identify how character virtues and traits can be honed and improved. They have a genuinely global outlook on life and avoid parochial thinking. Pupils in a theory of knowledge lesson presented some perceptive ideas on the concept of God and religion, arguing from very different perspectives. Primary pupils enjoy the opportunities to appreciate the non-material aspects of life through their outdoor play and they develop a greater sensitivity from this. Pupils clearly express their personal feelings through their artwork and some excellent examples of their emotional responses, could be seen displayed around the school.
- 3.17 Pupils across the school exhibit a good understanding of systems of rules and laws and can illustrate this with examples from their curricular work. There is a lively atmosphere in the school, but one that is essentially ordered with pupils taking responsibility for their own behaviour and looking out for each other. Most pupils can confidently explain and justify the values they hold dear, especially about tolerance and inclusivity. Primary pupils from a very early age, respond well to, and have an excellent understanding of, rules and laws in society and the systems of rules in schools. They understand how to regulate their voices to be respectful of other pupils. Pupils in a Year 10 humanities lesson showed good awareness of the rule of law in other countries and the impact on their citizens. Year 11 pupils produced excellent work on comparing the slavery issue in nineteenth-century America with modern human rights movements.
- 3.18 Pupils work together well, both inside and outside of the classroom. They collaborate and support each other effectively during project-based work and the older pupils were frequently seen to be supportive, critical friends. Their lessons often involve problem solving and they approach this positively, with good results. A group of pupils are taking part in a general assembly of the Model United Nations in Nice later in the year and are currently working productively on their presentations. Secondary school pupils take pleasure in working on projects to help younger pupils, thereby learning valuable social skills in building relationships with them. Year 10 pupils in design technology, created monster toys for their primary school 'clients' and conducted market research to establish what would be most popular. Primary pupils also demonstrate excellent collaborative skills. The school encourages such skills from the earliest age through units of inquiry where pupils work together to achieve common goals. Pupils in Reception worked successfully together on a large class mural, creating a habitat for *Peter Rabbit*.
- 3.19 Older pupils show a positive awareness of others in their school. They support the school's ethos of being compassionate and they engage wholeheartedly in activities that promote a sense of community, though perhaps with greater attention to the wider community than with their local one. Pupils have raised money for charity and sixth formers have engaged in projects that look to provide pragmatic solutions for issues in countries near and far. The skills that are developed through the curriculum's focus on collaboration, adaptability and critical analysis mean that pupils in the secondary school, can benefit successfully from experiences that will prepare them well for life when they leave school. Older pupils act as mentors with younger ones and fulfil this role well. Pupils in Year 10 prepared and delivered a programme of online safety to pupils in the primary school with topics on the risks of gaming and how to avoid scams. Pupils in Year 8 taught those from Year 6 some basic elements of coding. There is an active secondary school council, elected by pupils, which has helped with the selection of new staff. They also assisted with the development of a revised system of rewards in the secondary school. Primary pupils value the role of their school council and their anti-bullying ambassadors but do not develop their social skills as fully as their older peers. In interview, they say they do not have as many leadership opportunities as they would like. Inspectors agree with their view.
- 3.20 Pupils are fully aware of how to keep themselves safe online. They also appreciate the need for a balanced diet and clearly understand the values of the different food-groups. They also value the importance of physical exercise and can explain what their body needs to be healthy. Pupils recognise

that their emotional health is important in their lives. They spoke positively about the school's support for their wellbeing and how they had learnt to cope with the pressures of work and their busy lives. Pupils in the primary school engaged sensibly in a session of mindfulness and as a result were more focused when they went back into their lesson. Year 7 pupils worked with real purpose to identify the hazard symbols in science and could explain their meaning. Pupils express their enjoyment at taking part in the activities after school, which include good opportunities for physical exercise.

- 3.21 Pupils throughout the school have a strong appreciation for the diversity of the school community. They are respectful of the different cultures, beliefs and values represented, which creates a genuine sense of inclusivity, which they comment on positively in the questionnaires. The school community is firmly established in its international outlook and takes pride in this. Teachers and pupils all bring a shared understanding of their own culture. Pupils are tolerant and open-minded in their thinking. Year 10 pupils in a humanities lesson showed incisive awareness of exploitation in the modern use of child labour and demonstrated due empathy for those caught up in such situations. Pupils assume it is just natural to get on with each other whatever their differences or backgrounds. As one group said, 'we are all the same'. In this respect pupils respond well to, and fulfil, the school's aim to create an inclusive community of compassionate world citizens.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of the advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Gareth Price	Reporting inspector
Mr Steven Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mrs Claire Bentley	Team inspector (Head of prep, IAPS school)
Mr Ieuan Weir	Team inspector (Deputy head, HMC school)