



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Network International School**

**Yangon, Myanmar**

Date **4<sup>th</sup> - 6<sup>th</sup> March 2024**  
Inspection number **20240304**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	7
5	Standard 1 <b>The quality of education provided by the school</b>	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	11
	5.3 Standards achieved by pupils	14
6	Standard 2 <b>The spiritual, moral, social, and cultural development of pupils</b>	16
7	Standard 3 <b>The welfare, health, and safety of pupils</b>	18
8	Standard 4 <b>The suitability of the proprietor and staff</b>	20
9	Standard 5 <b>The premises and accommodation</b>	22
10	Standard 6 <b>The provision of information for parents, carers, and others</b>	23
11	Standard 7 <b>The school's procedures for handling complaints</b>	24
12	Standard 8 <b>Leadership and management of the school</b>	25

## 1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, over 60 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the board of governors, staff, parents, and pupils. The inspection took place over three days.

The lead inspector was Helen Searle. The team members were Justin Blakebrough and Philip Yates.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010.

Specifically, the school cannot by law meet Part 1 – ‘2(2)(d)(ii)- *encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;*’ and Part 2 – ‘5(b)(vi) - *encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.*

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

### 3. Overall effectiveness of the school

Network International School, Yangon is driving forward school improvement and maintaining a happy positive ethos in challenging circumstances. The ethos, community feel, friendliness and mutual respect between pupils, teachers and Myanmar staff are outstanding.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- strong sense of belonging, pride, loyalty and commitment demonstrated by the school community;
- high adult to student ratios throughout the school and the respect between the Myanmar staff and expat staff;
- non-profit nature of the school enabling the best interests of the child;
- behaviour and attitudes to learning of all of the pupils cross campus and the pride they show in this;
- organisation of the Early Years and Foundation Stage (EYFS) and its outdoor continuous provision;
- holistic approach to the curriculum;
- focus on being a reading school and the positive attitude of the pupils towards reading;
- ambitious approach to improvement from leadership and management;
- leaderships' honest and realistic view of school;
- day to day operations and running of the school;
- positive and trusting relationships, upon which the provision of education and care are built;
- comprehensiveness of policies.

## 3.2 Points for improvement

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

- i. improve the quality of teaching through embedding the Network values and incorporating a greater range of assessment for learning (AfL) strategies into all lessons to awaken pupils' curiosity and enthusiasm and to support, challenge and engage them;
- ii. developing the assessment process to enable the school to further evaluate progress, validate their internal judgements against international standards and use the data to support SEN and challenge provision;
- iii. greater consistency across the school in planning for the role of the Myanmar staff in each lesson, so that learning can more effectively provide for all pupils.

## 4. The context of the school

Full name of School	Network International School				
Address	23 Inya Myaing Road, Bahan, Yangon, Myanmar				
Telephone Number/s	+94 002 006 07				
Website Address	<a href="https://www.networkinternationalschool.com/">https://www.networkinternationalschool.com/</a>				
Key Email Address	Principal@networkintlschool.com				
Headteacher/Principal	Stephen Buckland				
Chair of board/Proprietor	Carole Kyaing				
Age Range	2-18				
<b>Total number of pupils</b>	766	<b>Boys</b>	390	<b>Girls</b>	376
Numbers by age	0-2 years	15	12-16 years	175	
	3-5 years	167	17-18 years	17	
	6-11 years	390	18+ years	2	
Total number of part-time children	0				

Network International School (Network) is a non-political, secular, not-for-profit school situated in Yangon, Myanmar. It is the oldest British school in the country. The school was founded by the current owner in 1996 as 'Network Early Childhood Care and Development Centre'. In 2003, the school expanded to include primary. Early years and primary moved onto the current campus in 2016. The school expanded into secondary in 2011 and opened its purpose-built campus in 2022. Network is split over two sites in the heart of Yangon.

The school now has just under 800 pupils, with representation from twenty-six different nationalities. It has continued to grow despite the recent events in Myanmar.

The school follows the English Early years and foundation stage (EYFS) framework in Early Years, national curriculum of England from Key Stage (KS) 1 upwards and IGCSE in KS4, and A-Levels in KS5. Myanmar language and culture lessons are taught in addition.

The current context in Myanmar creates many challenges for the school including resourcing, staffing, power shortages and lockdowns.

## 4.1 British nature of the school

The British nature of Network is evident.

The language of instruction is English. The school is organised according to the structures used in English schools. Classroom management, displays of work and age-related year groups contribute to a British feel of the school. The owner of the school is British and many of the staff are UK trained and qualified and the school follows the national curriculum for England and the EYFS Curriculum and conducts IGCSE and A level examinations.

The school's appearance including classrooms, displays and uniforms mirror those found in UK schools. It is organised according to pastoral structures found in UK schools.

The house system is well established with pupils taking a keen interest in the house points, house competitions and sporting activities. There are opportunities for student leadership and the children are proud of the student voice they have and the fact that they vote for student representatives. Some of the leadership opportunities include student presidents, vice presidents and sports captains, student council in secondary, house captains, wellbeing ambassadors, library monitors and an eco committee.

The school promotes British values through the school's curriculum, ethos, displays and events. Whilst visiting the school, the school held *Alice in Wonderland* tea parties as part of book week to which parents across the primary school were invited. In Year 1 displays showed a contrast between British flowers and Myanmar ones. Recently pupils, across the school, voted on choosing an animal to represent each house. The secondary pupils are currently looking at using pupil voice to change the uniform. The wellbeing committee in Primary and Secondary organised wellbeing week.

The school is well resourced in materials that are in use in English curriculum schools and the books in the library contribute to the British values of tolerance, democracy, respect for freedom of expression and other human rights. The curriculum supports



the British values and work in Year 10 English has focused on the role of women and others with protected characteristics.

Throughout its history, the school has adhered to its founder's educational philosophy based on developing the potential of every student through a commitment to values and good manners. This *all-rounder* concept links to the integrated, holistic education, with mental, physical, social and moral development being given balance and enhancing individual growth.

## 5. Standard 1 The quality of education provided by the school

The quality of education provided meets the standards and is good

### 5.1 Curriculum

The quality of the curriculum is good.

The school takes a holistic approach to its curriculum and focuses not only on the academic but also on the development of life skills, values and well-being. The curriculum is based on the EYFS framework, the national curriculum of England and the Cambridge IGCSE and A-level programmes. Pupils also have lessons in the Myanmar language and culture: the curriculum as a whole is tailored to the context of being in Myanmar.

The EYFS curriculum offers opportunities to develop the skills and knowledge required to reach a good level of development in relation to the early learning goals. This is enhanced by theme days, events, and school-wide enrichment opportunities. A key focus on communication, literacy and language enables learners to be as successful as they are in the six other areas of learning. Data showed that communication and language needed input and *Makaton* has been introduced to support this. Phonics is prioritised and taught daily following one of the UK's recommended programmes: 'Time for Phonics'. Weekly speech and language sessions for focus groups take place to enhance EAL provision and student outcomes. Continuous provision is expertly planned so that pupils can create links between areas of learning throughout a school day, linked to the given theme at that time. A regular cycle of staff training for both expat and Myanmar staff has ensured that the new early years framework is embedded in planning and provision.

The curriculum in primary is creative, thematic and centred around inquiry-based learning. Each year group has a 'Big Question' for each term that is broken down into smaller questions during lessons. In primary, pupils access a broad, balanced modified version of the English national curriculum, to suit the context of Myanmar. A number of UK best practice initiatives such as streamed daily phonics lessons in KS1, the use of *Accelerated Reader* to support reading and the utilisation of *White Rose Maths* to assist with the development of mathematical skills, are present. *Literacy Tree* schemes of work support with the planning of English to ensure appropriate curriculum coverage with strong links to core-texts and inquiry themes. For example, in Year 3, the current Humanities theme of 'Egyptians' linked to the core-text 'Cinderella of the Nile'. This helped to draw connections between areas of learning whilst immersing the pupils in a given theme. Weekly, timetabled, library

visits for each class with an addition of 4 guided reading lessons a week on class timetables, demonstrates the school's commitment to improving the Literacy outcomes for its pupils. All pupils are taught English and have Myanmar language lessons. A PSHRE programme based on the PSHE Association curriculum explores and teaches British values and their importance along with regular assemblies which cover such aspects.

Educational trips, visits and theme day celebrations help to further enhance the curriculum that pupils access. Myanmar teachers are used to deliver computing, art and PSHRE lessons. With two PE and music lessons a week, along with a bespoke focus on well-being, pupils access a holistic education.

The secondary school has a very comprehensive written curriculum policy which is supported by detailed schemes of work. The school has recently re-written schemes of work in terms of "Big Questions" in line with instilling curiosity which is one of the school's values. Lesson plans and schemes of work do not always reference to pupils with specific needs.

All pupils in KS4 study English language and literature, maths, chemistry, biology and physics, choose 3 option subjects and have a good selection of subjects to choose from given the size of the school. At KS5, pupils at least 3 A-levels and some take 4: there is a good range of options. Pupils are given guidance in terms of option choices. The school has successfully embarked on the Pearson *Extended Project Qualification* as part of the A Level curriculum for all Year 12 pupils. There is also a post A-level programme to help prepare pupils for university in Year 13.

There is strong provision for the arts with lessons in music, art and drama which are well resourced and also have good extra-curricular provision which includes putting on performances such as 'Bugsy Malone' and an art exhibition. Attendance at an after-school club in music was impressive.

Sport plays an important role in the school. Pupils enjoy the sporting activities offered and participate in competitions with local schools (MISAC) and have won a significant number of trophies. Swimming carnivals and sport dedicated days take place throughout the year. 'Lunchtime Leagues' provide all pupils with the opportunity to participate in a range of competitive sports, regardless of ability. Over 38 ECAs per term are available to pupils at lunchtime and after-school and are highly popular amongst pupils. In Secondary, pupils felt that a greater range of extra-curricular activities and in particular more MUN/debating with other schools and increased links with other international schools would enhance the provision.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good. The style of teaching and assessment equips pupils with the necessary skills to enter the UK educational system at the appropriate level.

Teaching across the EYFS phase is outstanding and is continually reflected upon. The outdoors continuous provision is exceptional. The environment has been creatively used to enhance learning. All areas of the *Development Matters* curriculum were identified in the area and children were supported in their learning appropriately. Learning was rich and meaningful and the provision enabled the characteristics of effective learning to be embedded. Staff understood the environment and philosophy and interactions between all staff and pupils were excellent. Translanguaging was very effective leading to most children using English as their main means of communication in F3 classes. Pupils in the EYFS were able to follow their routines and were very independent, reinforcing the excellent provision in this area. Children were observed taking risks, persevering, collaborating with others, exploring and problem solving in the provision. Play was less developed in KS1 and transition for this was an area that staff identified as one that could be improved.

Focus groups in F3 used the Myanmar staff very effectively, but student learning in some groups is not always active. An example of this was key word learning where children in a group of 4 were shown flashcards for an extended period. Less engaging learning was observed in an F3 PE lesson where pupils spent much of the lesson waiting for their turn.

Assessment in EYFS is measured against the *Birth to Five Development Matters* and the phonics tracker that comes as part of 'Time for Phonics.' Weekly focus children have detailed observations which are posted on Seesaw. Data drops against the Development Matters are done at the beginning of the year, in December and at the end of the year. These are carefully moderated.

Teaching in Primary is good and continues to develop. Consistency is evident across year groups and progression can be seen throughout the school. The use of high-quality working walls and immersive learning environments supports the facilitation of learning. This was consistent across the Primary school. In all lessons, strong and respectful student to student and student to teacher relationships contribute to the overall positive ethos in the school. Pupils possess strong attitudes to learning and thoroughly enjoy their time at school. An example of this was in a music lesson where pupils were encouraged to work in groups to play a graphic score on a choice of instruments. They were able to show extremely good creativity, teamwork, independence and problem solving skills.

Manipulatives and resources are readily available in classrooms, although not always utilised. The school's commitment to reading was hugely evident with language rich classrooms, supplied with dictionaries, which included a reading area.

Marking and feedback across the primary school is highly effective. Teachers provide next steps, with challenges, often promoting meta-cognition. Pupils have ample time to respond to this marking and feedback using their green pens. This practice is fully embedded. In the most effective lessons, teachers provided this feedback in the moment to individuals and to groups of pupils to support, extend or challenge learning. The school has a very high adult to student ratio with an international teacher and two Myanmar support staff in each class. In KS1, the additional support staff were empowered and worked well with focus groups. In the older age groups, the Myanmar staff were mainly used to keep pupils on task and focused. Further utilisation of the high number of support staff, by working 1-1 with individuals or focus groups of pupils would further support learning needs.

Teachers have strong subject knowledge and create scaffolds and highly effective models for pupils. In the most effective lessons, the teacher acted as a facilitator for learning with less teacher talk and a promotion on collaborative learning opportunities. Double lessons in English and science provide pupils with more time for extended writing and scientific inquiry opportunities. During a Year 4 science lesson, pupils were highly engaged and able to plan, predict, execute and draw conclusions from their own experiment, using technology to measure sound insulation.

Network updated its teaching and learning policy in the 2022-23 academic year with an emphasis on an approach to learning focusing on: Big Questions, Metacognition, Scaffolding, Teacher Models, Guided Practice, Independent Practice and Mastery. In the best lessons, teachers were able to employ AfL strategies to successfully differentiate learning to the individual needs of pupils, although this was not always consistently observed in a number of classes. The most effective differentiation was observed in mathematics lessons, during which pupils have tasks differentiated by outcome and are able to select their start points. At times, the inquiry-based approach with the 'Small Questions' presented to the pupils, led to a lack of focus or clarity of the intended learning outcome of the lesson. In the best lessons, the teacher explicitly reinforced the intended curriculum learning outcome throughout the lesson so that all pupils were aware of their expectations.

Assessment in primary continues to develop with plans to further utilise a number of external standardised assessments to validate internal assessment data. Assessment trackers are in place where pupils are assessed against national curriculum objectives using teacher judgement. *White Rose Maths* assessments are administered from Y1 to Y6 and regular moderation of writing assessments takes place internally. The

assessment and tracking of phonics in KS1 is highly effective with streaming taking place between different classes and year groups. The Y1 Phonics Screening Test is administered at the start of year one as a benchmark and at the end of Y1 to assess progress and value added. Those pupils who failed the test the previous year are closely monitored and re-sit the test at the end of Y2. STAR Reader Assessments are continually completed by pupils in Primary to assess their reading levels and to monitor progress. Further use and analysis of attainment and progress data to help the school identify trends and inform planning to the bespoke needs of pupils, would support learning.

In secondary, the majority of lessons were good. In general, teachers have excellent subject knowledge and the majority of classes have good classroom displays contributing to a positive learning environment. The school is well resourced which assists the quality of teaching and learning. It is also well resourced in terms of staffing with associate teachers in the majority of classes, although they were usually under-utilised. The relationship between pupils and staff is exceptional. Pupils are keen to learn and their behaviour both in and out of lessons is excellent. Pupils are self-motivated, on task, calm and courteous.

In the best lessons there was highly effective questioning, a variety of learning activities, lots of collaborative learning opportunities for pupils to work together or individually to come to their own conclusions, to problem solve, self-reflect and exercise critical thinking. This was driven by teachers who had obvious passion and ensured real pace to the lesson. In a Year 9 English lesson on 'Of Mice and Men', there was excellent questioning including more open-ended questions and the use of secondary probing and more challenging questions. The questions were also directed at particular students rather than a "hands-up" approach which resulted in the whole class being involved and the teacher being able to assess the understanding of a range of students.

In less effective lessons the teaching was teacher led and teacher talk dominated, limiting opportunities for pupils to work together and stretch and challenge their learning. In one such lesson pupils were given an activity that was more or less the same as an activity they had done in the previous lesson. In Years 11, 12 and 13 many lessons consisted of pupils doing past-papers. The school policy is to "teach to the top and scaffold down," but there was often the need for more differentiation in lessons for both the more and less able students.

There is current CAT4 data available for the whole of the secondary school (Y7 – Y13), with more limited historical data. This limits proper assessment of progress in relation to international standards, looking for trends and consequently enhancing provision.

## 5.3 Standards achieved by pupils

The standards achieved by pupils are good.

In EYFS, levels of development are similar to the UK but are significantly higher if all areas of the *Development Matters* are considered. Target department foci are taken from the data with mathematics being the current target. Focus pupils are identified and planned for. Trends in data is an area the school is aware that it needs to develop further.

In KS1, the standards achieved by pupils are good. The most recent Y1 phonics screening pass rate is lower than the UK average, largely due to the significantly longer period of time that online learning took place during the COVID-19 pandemic. However, necessary steps and measures have been put in place by the school's leadership team to address this. A rigorous phonics tracker and assessment system shows that pupils make very good progress from their start points in phonics. In mathematics, pupils have a solid concept of number and place-value and use manipulatives to support their learning well.

In KS2, the standards achieved by pupils are good. Work in student's books demonstrates standards that are in line with their age-related expectations. Pupils make sustained progress over time. Further tracking into different groups of pupils to inform planning, teaching and learning will help to further accelerate progress made by individuals and groups of pupils. Accelerated Reader data shows that 72% of pupils are achieving in line or above their expected reading age. In comparison with their end of Key Stage predicted targets, formulated from GL assessments, a high proportion of pupils are achieving above their target in both maths and reading.

Further utilisation of external, standardised assessments over time will provide the school with improved insights into international comparisons and help to validate their internal judgements.

In secondary, the attainment at IGCSE is good. 66% of pupils obtained A\*-A grades compared to 47% for UK independent schools in 2023. However, at A-level attainment was low with 22% obtaining A\*-A grades compared to 47% for UK independent schools and 27% for all UK schools.

The Secondary school is putting in measures to continue to raise attainment including the new feedback and tracking system that has been introduced this year and changes to the teaching and learning policy and corresponding CPD to support the changes. It is also important to take into account that the lockdown during Covid and the civil war in Myanmar was over 2 years and this consequently would have had a more significant effect on attainment than in most other countries.



The school is currently unable to produce any robust measurement of progress from starting points to IGCSE or A-level. The school is working on this and will be in a better position next year. The school's internal data suggests that in general, SEN pupils are making expected progress.

Due to the school's work on developing pupils' level of English, particularly in Primary, pupils' level of English by the time they complete their school education is of a high level. The majority of pupils in Year 11 are entered for IGCSE First Language English and all of these pupils obtained either an A\* or A grade.

The school is currently producing target grades for pupils in KS4 and KS5 on the basis of CAT4 tests taken in Year 9. These grades are produced using the 'if pushed' predictions for the whole of the secondary phase. These target grades are included in parent reports, however they are not given a high profile as far as pupils are concerned and many pupils were either not aware they had target grades or what they were.

Almost all pupils go onto university, often overseas.

In terms of extra-curricular achievement, the pupils do particularly well in sporting achievements, winning a large number of competitions against other schools in Yangon.

In general, by the time pupils reach Secondary, they have a good level of English and the majority take an IGCSE in first language English and English Literature. There is an additional class provided for pupils with more significant EAL needs in Years 8 and 10. There is an emphasis on reading and good use is made of Accelerated Reader.

There are discrete PSHRE lessons in KS3 which are based on the PSHE Association curriculum. In KS4 and KS5, PSHRE is delivered through Tutor time and dropdown days. The PSHRE program has explicit links to British values and their importance for a functioning society and includes the teaching of religious education. The school regularly hosts cultural events, festivals, and activities to celebrate diversity within the school community.

Classes are streamed in English and mathematics with the remainder of subjects being mixed ability.



## 6. *Standard 2* Spiritual, moral, social, and cultural development of pupils

The provision for pupils' spiritual, moral, social, and cultural development is outstanding.

Pupils' attitudes towards school are exceptionally positive. They show pride in their community and have a very strong sense of belonging. Pupils referred to the school as a 'strong network' where they all looked after each other. They are keen to learn within timetabled lessons and rave about their leadership opportunities and ECA activities, particularly in Primary. For example, there is a very large Primary school orchestra, which is well attended and which children enjoy. Primary students are keen to get behaviour postcards in assemblies and want to do well. The pupils have a strong affiliation to the house they belong to and are proud that the houses go from F1 up to Year 13.

Behaviour is exemplary and not one incident of inappropriate behaviour was seen during the visit, showing that the pupils feel happy and supported in their environment. The school has appointed a teacher in charge of Wellbeing and it is a strength of the school.

Pupils are confident and are happy to talk to visitors and greet them positively. The pupils have strong moral values and talk about the positive behaviour and values they possess, which they feel is better than pupils in other schools.

Relationships throughout the school are exemplary between peers and between pupils and staff so much so that the secondary head greets the pupils by name when they come to school in the morning and the school owner greets all of the Primary pupils when they arrive.

The pupils in primary, particularly, are very proud of the leadership opportunities they have and take their roles as wellbeing ambassadors, house captains and library monitors very seriously. Leadership roles are voted on by the pupils and consequently they have a vested interest in these. A rainbow buddy bench was designed by the pupils in primary where those who need a friend or are feeling lonely can sit on. This was effectively used by the pupils.

In secondary, the pupils have an increased voice and are trying to make change. They have a wellbeing notice board and student council notice board where minutes are posted and suggestions made. One of the current suggestions is that the secondary pupils evaluate and improve their uniform. There are also suggestion boxes around the secondary school. The secondary school has student presidents, vice presidents and house captains which all have clearly defined roles. These students go through an interview process for their role.

The split campus can, at times, make continuity between the schools difficult but the school tries to overcome this. Year 9 pupils, for example, came to the Primary campus to read to the children during Book Week. The transition between Primary and Secondary is carefully

managed with pupils being assigned a 'buddy' and visiting the campus. Teachers from secondary visit primary staff to liaise with them.

Much of the excellent PSHRE practice can be seen in each class's wellbeing book in primary which highlights areas of PSHRE that the pupils have been studying. Pupils were keen to talk about the feel good Friday activities that are available to them. In secondary, some tutor time observed could have been used more effectively to support this area. Pupils felt that they would welcome more links with other schools outside Myanmar.

Good examples of charity work were seen in a Year 10 global perspectives lesson. The UN global sustainability goals were evident in some lessons.

Attendance is good, running at about 94% but has been identified as a target area by the school as they feel parents often keep children at home unnecessarily and that sixth form attendance should be better. The school has this as a target and is engaging with families.

## 7. Standard 3 The welfare, health, and safety of the pupils

The provision for welfare, health and safety of the pupils is good.

The school has clear and comprehensive written documentation which includes policies for the welfare of pupils and for health and safety.

Pupils' safety is a priority. The site manager carries out monthly health and safety walks and termly checks with the school senior leaders. There is a daily maintenance, work schedule for the site team and snake checks every morning before pupils come into school. There is a maintenance request sheet and *near miss* and *accident* forms. Fire alarm points, extinguishers and hoses are checked annually and are located in regular places around the campuses. There are foam and CO<sub>2</sub> fire extinguishers on campus and fire blankets near cooking equipment. The school holds regular fire evacuation practices and after difficulties accounting for visitors on site, stricter procedures for this have been put in place and fire drills are carried out where people hide in the building. Lock down practices have not happened in recent times.

Supervision during breaks is excellent and staff on duty wear clearly identifiable vests. School drop off and collection is very carefully managed. Cars are identified by coloured cards with children's names on them and security and staff call children 1 by 1 to come to the collection point. There are a number of areas in the Primary school which are clearly labelled with no unauthorised access. These are not access controlled.

Staff ratios are high across the school and this is a strength. ECA swimming ratios could be improved. The curriculum swimming lessons are well staffed. At present the swim coach's lifeguarding qualifications have expired but there is not the opportunity to renew it in Myanmar currently.

Many areas of the site are risk assessed and detailed risk assessments are taken when pupils go on trips. These are shared with the relevant staff going on trips.

All pupils are required to wear special protective clothing in science laboratories when conducting experiments, although teachers were not always consistent with pupils tying hair up. Where chemicals are in use, fire extinguishers and eye baths are on hand if required and chemical spillage bins are in all Science labs. Chemistry labs have additional ventilation.

The school has a doctor's clinic run by Samitivej Hospital on both campuses manned by a doctor on each site. Medical records are kept and accidents/illnesses are recorded in the school system. Medicines are kept safe but are not locked away. It would be advisable for the doctor to lock the room if he/she is not there.

Parents are made welcome in the school and came into school during the inspection week for *Alice in Wonderland* tea parties. They were expected to wear their lanyards and to be challenged if they were not wearing one. Visitors have a sign in and out procedure and volunteers and visitors are not allowed on campus unless accompanied.

Safeguarding posters are visible around the school. The overall designated safeguarding lead (DSL) is the school principal and each department has its head and deputy as DDSLs. Most staff were aware of who to speak to if there was a safeguarding concern. The school uses *My Concern* for safeguarding and although outside agencies are limited in Myanmar, the school does its best to support pupils and families. The school proprietor, who knows the parents well, supports in difficult meetings when necessary. The school plans to upskill some Myanmar staff to DDSL level.

The school uses an external psychology service if pupils need additional support with wellbeing. The school does not have a school counsellor. The school has recently appointed a SENDCO, who has developed SEN provision in the school and supports pupils cross campus with interventions. At present, the SENDCO is not able to carry out Access arrangement assessments.

The school has a 'bring your own device' (BYOD) policy. The pupils, through their PSHRE lessons and computer lessons are taught about the dangers of the internet and the school has firewalls to try to prevent inappropriate internet usage.

## 8. Standard 4

### The suitability of the proprietor and staff

The suitability of the proprietor and staff fully meets the standard for BSO.

The school is led by the principal, who reports directly to the founder of the school, who opened Network in 1996. The school currently employs 240 staff, of which 62 are international teachers. 63% of teaching staff are British, with degrees from UK universities. All members of the senior leadership team, including the founder, are Level 3 safeguarding trained.

The school has developed a range of stringent procedures related to the employment of staff, in line with safer recruitment best practice. All members of newly appointed staff undergo appropriate checks to ensure their suitability for the role when they are appointed. All the necessary information to confirm an employee's suitability for working in a given role is stored on the school's Single Central Register (SCR). Staff members who have left the school continue to have their data stored. For internationally employed staff, ICPC clearance certificates are obtained prior to staff members commencing employment at the school. In addition to this, a minimum of two reference checks, including at least one from the Head of School from the most recent employer is sought. If an international staff member joins the school from a country outside of Myanmar, a police check for each country that the given person has worked in, is obtained (as far as possible) by the school and records are logged on the SCR. The education department in Myanmar also confirms a person's right to work through validating necessary paperwork and information. The school does not employ supply staff and any contractors have their identification checked and work outside of school hours when no pupils are on site.

All staff members complete a medical declaration form and a fit to work note from their doctor prior to commencing employment. Advertisements of job vacancies promote safer recruitment practices. The school places adverts on social media sites and corporate websites. The school has a written safer recruitment policy that is detailed and fulfils UK best practice requirements. At least one member of an interviewing panel is safer recruitment trained. Interview procedures include at least one question to check on a person's suitability for the role. Induction processes take new staff through the policies and procedures related to keeping children safe. A staff handbook and a period of induction ensures staff are fully understanding of the school's child protection and other relevant policies. Staff members who join the school mid-year, receive safeguarding training upon arrival and have access to online training in advance of arriving in Myanmar. Myanmar staff receive safeguarding training in Myanmar. All safeguarding leads are fully trained to Level 3. Staff who are new to Myanmar receive guidance on cultural expectations during the onboarding process and interview stage. Staff to student ratios are high in EYFS and primary especially with 4 adults present in EYFS and 3 adults present in primary classrooms to support learning, behaviour, health, and safety.

Many of the Myanmar staff are very long serving and the school supports these staff very favourably. They are upskilled and trained by the school and provide excellent support. Due to the challenges in Myanmar, expat staff turnover is high and staff often leave overnight. This creates a real challenge for the school. The school feels that it is getting better at recruiting staff and is transparent as to the challenges staff may face in Myanmar. Salaries are competitive and this helps staff retention. CPD beyond the school itself is an area that could be enhanced although some staff have been to CPD overseas, for example EY staff went to training in Bangkok.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meets the standards for BSO and are good.

The primary school has been developed over time as the school has grown. The classrooms are spacious and well resourced. All classrooms have interactive boards or projectors. There is a well stocked library, swimming pool, roof top sports pitch, dining hall in EY which doubles up as a PE area and a hall in the primary building which is used for assemblies, meetings, orchestra and at break times for the pupils to eat in. The school has a *no car* policy during the day which enables the school to expand the play areas. The flooring of the climbing area is rubberised. The playground has a recently constructed, shaded reading corner. The older pupils felt that they wanted more age appropriate equipment for them to use. The school is not accessible to those with disabilities or injuries and this can pose a challenge. The learning environment in primary is enticing and shows learning with working walls and reminders of learning.

The secondary school is purpose built. It is accessible, has a 25 metre pool and a 4G pitch. The school has well equipped science labs and a science prep room, specialist music and 3 music practice rooms, art rooms, a black box for drama and a large sports hall. The school has a well stocked library which has a very positive atmosphere and is well used. The school has a hall where assemblies can be held and pupils congregate in before school and at breaks and a comfortable sixth form centre. There is a courtyard with lockers where pupils also congregate. The school is aware it has no auditorium and is looking at how this could be built.

The whole school has clear “corporate displays” e.g. British values, school values, framed school photos etc. in secondary. The secondary environment could be enhanced with display boards in corridors. The environment could also be enhanced with departmental, house or year group displays.

Both the primary and secondary sites are very well maintained and very clean.

## 10. Standard 6

### The provision of information for parents, carers, and others

The provision of information by the school to parents, carers and other stakeholders meets the BSO standard and is good.

It is evident that the Network holds a special place in the hearts of members of the board, the staff, parents and pupils.

Information is effectively communicated through well-attended parent meetings, parent workshops, coffee mornings, informal conversations with parents at the end of the day, social media, termly newsletters, the school website and emails. In primary and EYFS, the school uses *Seesaw* as a means of regular communication with parents and secondary makes use of student diaries and *Google classroom*. Parents are issued with parent handbooks which are very comprehensive.

The school issues two written reports per year to all pupils and holds parent-teacher progress evenings in terms where there is not a written report.

The school website is comprehensive and of a high quality. The proprietor's full name, address for correspondence, email and telephone contact number is published on the school website as well as the schools address, telephone numbers and the name of the principal. A range of policies are on the school website including admissions, safeguarding, inclusion and learning support, rewards and attitudes, complaints and health and safety policies. There is a statement of the school's vision, values and ethos together with the results of the previous year's public examination results.

A discussion with a sample of parents indicated that parents appreciated the way in which the school communicates with them. They felt that any issues that arose were resolved quickly, and that the school responded promptly to any concerns. The strong sense of community is echoed by parents and staff and there are multiple opportunities throughout the year for members of the Network community to be involved in the school.



## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

There is an established and accessible complaints policy which is made available to all stakeholders on the school's website. Induction handbooks for new parents and parent handbooks for existing parents also sign-post parents to this policy and ways in which they can communicate with the Network team. During meetings with parents it was indicated that the teachers and senior leadership team are extremely approachable and any time that they have e-mailed the school for an appointment, a meeting has been set up immediately and their problems have been resolved.

The complaints policy is detailed, aligns with UK best practice and fully meets BSO expectations. The aim of the procedure is to ensure a fair, effective and as rapid as possible resolution of all parent complaints. In the policy, the steps that a parent can take to make a formal complaint is clearly outlined which takes a staged, escalated approach. Stage 1 complaints are classed as informal complaints which are usually rectified through class teacher or form tutor intervention, sometimes with the support of a head of key stage or senior leader, logs are recorded on SIMS, the school's management information system. Unresolved complaints after 10 days are escalated to stage 2 which involves intervention from the principal who records logs of all meetings for 3 years and also records the logs to SIMS. If a parent is still not satisfied, still within stage 2, the parent has the right to raise the complaint to the founder who will investigate the matter and report to the parents, formally in writing, within 15 days. If a complaint is still unresolved, the parent has the right to raise the complaint to stage 3, a formal panel hearing with the school board whereby the individual who has made the complaint, is allowed to be present. The detailed complaints policy outlines a systematic process which is followed, unless the complaint is about the principal, in which issues can be raised directly to the founder, who has their contact details present on the school website. All new staff members to the school are required to read and sign the complaints policy to ensure that they are aware of the formal process and their responsibility to log complaints.

## 12. Standard 8

### Leadership and management of the school

The school's leadership and management meet the requirements of BSO and are good.

The school has a well defined leadership structure with the owner, principal, director of operations, heads and deputies of each area of the school. There is also a solid middle leadership structure. The leadership have a real passion for the school and are rightly very proud of how good the school is in light of the challenges it faces. The proprietor and the senior management team have very successfully ensured that not only is the mission and vision of the school known by all members of the community but also that it is lived and breathed on a daily basis.

They all fully support the values and vision of the school. The leadership genuinely care about the pupils, community and staff and like to see the progress the children make and are proud of the values they leave the school with. The not for profit nature of the school is a strength and is part of the caring philosophy. The proprietor lives on the school site, knows the children and families and has been instrumental in making the school the happy, positive, community it is today. Network is looking at developing an advisory board to future proof the school.

The school has a focussed, ambitious development plan which is currently a 1 year plan and is top down. The school is in the process of developing a more strategic three year plan. The school has invested tremendous effort in creating, revising and updating a wide range of policies and procedures, in response both to legal requirements and to the needs of the community. These are readily accessible and well-known.

The leadership team are very astute to the strengths and areas of development for the school and have the capacity to develop Network even further.