ISI British Schools Overseas

part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

The British School of Milan

March 2025

Contents

School's Details 3

1. Background Information 4

About the school 4

What the school seeks to do 4

About the pupils 4

2. Inspection of Standards for British Schools Overseas 5

Preface 5

Key findings 6

Part 1 – Quality of education provided 6

Part 2 – Spiritual, moral, social and cultural development of pupils 6

Part 3 – Welfare, health and safety of pupils 7

Part 4 – Suitability of staff, supply staff, and proprietors 8

Part 5 – Premises of and accommodation at schools 8

Part 6 – Provision of information 9

Part 7 – Manner in which complaints are handled 9

Part 8 – Quality of leadership in and management of schools 9

3. Inspection of Educational Quality 10

Preface 10

Key findings 10

Recommendations 10

The quality of the pupils' learning and achievement 10

The quality of the pupils' personal development 13

4. Inspection Evidence 16

School's Details

School	The British School of Milan			
Address	The British School of Milan Via Pisani Dossi 16 20134 Milano Italy			
Telephone number	+39 02 210941			
Email address	info@bsm.school			
Principal	Mr Simon Lockyer			
Chair of governors	Mrs Elspeth Day			
Proprietor	Sir James Henderson British School of Milan (ETS - Ente Terzo Settore)			
Age range	3 to 18			
Number of pupils on roll	775			
	Early years	64	**Primary**	301
	Secondary	300	**Sixth form**	110
Inspection dates	17 to 20 March 2025			

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1. Background Information

About the school

1.1 The British School of Milan, formerly known as the Sir James Henderson School, was founded in 1969. It is an independent co-educational day school. Pupils of all ages are educated on the same site in the north-east area of the city.

1.2 The school is an independent, not-for-profit association comprising current parents, who are the effective shareholders and owners of the school. The board of governors, which exercises oversight of the school, comprises eight governors who are elected by association members, two ex-officio governors (the British Consul General in Milan and the President of the British Chamber of Commerce for Italy) and three independent governors, two of whom are serving headteachers in the UK and France. The current principal was appointed in September 2024.

What the school seeks to do

1.3 The school aims to inspire pupils to learn within a caring, creative and international community, to pursue excellence, and to challenge pupils to think critically as they prepare for the world beyond. The school intends that its international outlook promotes the principles of tolerance and open-mindedness.

About the pupils

1.4 Pupils live in or near the city of Milan. The pupil body is a mobile one, reflecting the professional and international situations of their parents. As such, pupil cohorts change on a regular basis, with new pupils joining each year group every year. Approximately 49% of pupils are Italian, with 20% British, and 31% comprising over 40 nationalities, including American, Indian, and Japanese. Many pupils have parents of mixed or dual nationality. The range of languages spoken at home is broad. The school's own data show that pupils' ability is above average when compared with pupils in England. The school has identified 69 pupils who have special educational needs and/or disabilities (SEND), of whom 24 receive individual additional support.

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2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is 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. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in November 2021.

Key findings

2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

2.3 The school curriculum is based upon the national curriculum in England. It provides opportunities for pupils to engage in a wide range of learning opportunities that suits their ages and abilities. The well-planned primary curriculum, including in the early years, is based on a thematic approach with Italian, music and physical education (PE) also being taught as standalone subjects. In the secondary school, pupils work towards IGCSE qualifications at the end of Year 11 and the International Baccalaureate (IB) Diploma at the end of Year 13. Most pupils move on to universities around the world on completing their studies at the school.

2.4 The curriculum is supported by a wide range of co-curricular experiences which are held both at lunchtimes and after school. These are available to pupils of all ages. In the pre-inspection questionnaire, almost all parents who responded felt that the range of subjects available to their child is suitable. There is an appropriate programme for personal, social, health and economic (PSHE) education in place which incorporates relationships and sex education (RSE) appropriately. The school's RSE arrangements are published on the school's website and parents are consulted periodically, particularly when any changes to provision are made. The content of the sex education programme is shared with parents, and they have the right to withdraw their child from parts of this should they wish. There is a suitable careers programme in place which supports pupils as they move through the school with most applying for university places. The curriculum supports pupils in becoming effective members of different societies around the world.

2.5 Teachers ensure that lessons are generally well planned to meet the abilities and ages of the pupils. Teachers demonstrate strong subject knowledge which they use in meaningful ways to support the good progress that pupils make. Teachers make effective use of a variety of teaching methods depending on the subject and the cohort of pupils. Teachers deliver lessons with pace and focus, making effective use of a range of resources. As a result, pupils are self-motivated and show a keen desire to give of their best. Regular on-going assessment is a strong feature of the teaching. Teachers initiate and develop strategies so that pupils can clearly understand areas where they are achieving whilst identifying clear next steps for learning. Teachers ensure pupils remain focused on their learning by effectively utilising a range of appropriate behavioural strategies. Teachers promote equality in all that they do, and they actively promote British values, such as respect and democracy, which closely align with the school's own values.

2.6 There is a suitable framework in place to assess pupils' performance. There are regular informal and formal assessments culminating in end of unit tests in the secondary school in each subject. Much emphasis is placed on pupils' use of self-assessment and their development of a range of strategies to successfully evaluate their own work.

2.7 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

2.9 Many aspects of the pupils' social, moral, spiritual and cultural development are covered through the extensive PSHE and RSE themes of study. Themes and topics support the pupils' personal development, including their self-confidence and self-esteem. Careful attention is made to ensure that

the protected characteristics, as covered in the UK Equality Act (2010), are suitably profiled. This includes age, sex, pregnancy and maternity, marriage and civil partnership, gender reassignment, sexual orientation, disability and religion and belief. Topics and lessons across the school include themes that enable pupils to demonstrate an understanding of democracy and the democratic process. Pupils understand the need to display strong moral standing and do so well, especially in lesson times.

2.10 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.11 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

2.12 There is a suitable safeguarding policy in place that is implemented effectively. Staff, including those who have designated safeguarding lead responsibilities, are appropriately trained. Effective use is made of UK based organisations to support training, ensuring that staff are trained in line with the current statutory guidance in place in England. Comprehensive in-house training, delivered by leaders, ensures that staff are confident in executing their safeguarding responsibilities. Safeguarding leads also make effective use of international safeguarding groups where they can receive advice and share best practice. Safeguarding leads work effectively within nationally agreed procedures.

2.13 Recent training on recording any safeguarding concerns has strengthened the school's arrangements. Staff understand the importance of recording any concerns, no matter how small. Leaders use records well to identify any patterns or trends and to implement any associated initiatives to support pupil wellbeing.

2.14 Leaders give a high priority to ensuring pupils know to whom they can talk should they have any worries. Posters around the school, surveys and an online system give pupils effective mechanisms to show that their views are valued. Leaders respond promptly and effectively whenever pupils raise matters about their wellbeing. Effective use is made of the school's counselling arrangements. Pupils value the help and support that is provided in this regard. The vast majority of parents who responded to the questionnaire felt that the school ensures their child learns in a safe environment. There is a suitable code of conduct for staff in place and staff understand the importance of this to ensure they keep both themselves and the pupils safe.

2.15 High priority is given to online safety. There are suitable arrangements in place to filter internet content to ensure suitability for pupils of all ages and monitor pupils' internet use. Pupils understand the importance of staying safe whilst using technology and value the training received as part of information and communication technology (ICT) sessions and through specific events such as assemblies and elements within the PSHE curriculum.

2.16 Governors ensure that there is effective oversight of all aspects of safeguarding, including safer recruitment arrangements and ensuring high attendance of pupils. They undertake regular reviews of both policy content and implementation.

2.17 There are suitable policies in place for promoting positive behaviour and secure anti-bullying arrangements. These are implemented effectively through focused oversight by pastoral leads who use any data logged by staff on the school's electronic system to identify any patterns or trends. Pupils learn about how to effectively deal with any behavioural or bullying incidents through units within the PSHE curriculum and through events such as assemblies and form times. Significant focus is placed on the importance of building positive relationships. In the questionnaire, most parents felt that the school actively promotes good behaviour, and almost all pupils felt that the school expects them to behave well.

2.18 The school complies with all associated health and safety arrangements as required by national law. An annual risk assessment, which includes aspects such as fire safety, electrical installations and site security, is undertaken for the school to be licensed in Italy. Roles and responsibilities are clearly set out and governors maintain effective oversight of the school's health and safety arrangements. Fire drills are carried out regularly and there are appropriately trained fire marshals who oversee the safe evacuation of pupils and staff from each area of the school. There is a suitable risk assessment policy in place. This is implemented effectively through clear oversight of arrangements by school leaders. Suitable risk assessments are in place for many areas of school life including those for the early years areas and for the science laboratories. Staff are suitably trained in how to complete risk assessments including for any trips and visits. For all risk assessments, appropriate action is taken to reduce any risks that are identified.

2.19 There are suitable arrangements in place to ensure that any first aid is administered in a timely manner. There is an appropriate number of staff who are suitably trained in first aid including at a paediatric level. The school nurse oversees all medical and first aid arrangements. Suitable records are kept of any accident or injury and details of the administration of any medication is recorded and shared with parents.

2.20 Leaders ensure that pupils are properly supervised at all times of the school day through the effective deployment of staff. This includes before and after school and during break and lunch times.

2.21 Registers of attendance and admission are properly maintained. Pupils are registered twice each day, once in the morning and again in the afternoon. Leaders monitor patterns of attendance carefully and follow up any anomalies, often with focused support and guidance for the pupils and their parents. Any pupil who is not present at registration times is followed up promptly by administration staff. The register of admission contains all required information including the destination school, where possible. The school fulfils its local obligations by informing the authorities of any pupil joining or leaving the school.

Part 4 – Suitability of staff, supply staff, and proprietors

2.22 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.23 Leaders ensure that all required checks on the suitability of staff and governors are undertaken before they commence work at the school. This includes checks on their identity, qualifications, medical suitability and any relevant overseas checks, including an International Child Protection Certificate, when required. Suitable references are also sought for all persons applying to work at the school.

2.24 Details of the checks undertaken are appropriately recorded on the central record of appointments with associated staff files containing copies of all key documents.

Part 5 – Premises of and accommodation at schools

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

2.26 Suitable toilet and washing facilities are strategically located around the school which have appropriate supplies of water. The facilities are appropriate for the gender and age of pupils. There is showering available at the local sports centre where most physical education (PE) lessons are held for those pupils over the age of 11 years. There is a suitable medical facility which caters for the medical and therapy needs of pupils. It has its own washbasin and is suitably close to a toilet facility. The school site is suitably maintained with a rolling programme of upgrades in place, when required. Acoustics and lighting are suitable for the activities that take place. There is appropriate outdoor lighting in place to enable people to enter and leave the buildings safely during the hours of darkness. Outdoor space

for play and PE is limited for the numbers of pupils but is adequate and utilised creatively, especially during break and lunch times.

Part 6 – Provision of information

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

2.28 The school ensures that all the required information is made available to parents, predominantly through the school website. Contact details for the school, the name of the principal and how to contact the chair of governors are all displayed publicly. There is a suitable statement of the school's ethos provided. The school makes available policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils who have SEND and those who speak English as an additional language (EAL); the school's academic performance; complaints procedure; curriculum policy; arrangements for promoting good behaviour, preventing bullying, health and safety and first aid. The school publishes its safeguarding policy and the school's latest inspection report. Parents receive regular written reports on each pupil's progress and attainment.

Part 7 – Manner in which complaints are handled

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

2.30 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; the establishment of a formal procedure for a complaint to be made in writing; provision for a hearing before a panel which includes an independent member and allows for parent to be accompanied; provision for the panel to make findings and recommendations and for a confidential record to be kept of findings. Records of all levels of complaints are properly maintained.

Part 8 – Quality of leadership in and management of schools

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

2.32 Leaders and managers, including governors, demonstrate good skills and knowledge and fulfil their responsibilities so that the British Standards for Overseas Schools are met consistently. As a result, the wellbeing of pupils is actively promoted.

2.33 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- 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;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

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

Recommendations

3.3 The school is advised to make the following improvements:

- ensure teaching so that it is consistently adapted to meet the needs of all pupils, especially those who have SEND
- strengthen pupils' social awareness and mutual respect through being mindful of the need to include others, especially in the use of different languages in unstructured time
- ensure pupils' behaviour and application of their understanding of right and wrong is always of the highest standard, especially in unstructured time.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils' excellent academic achievement is demonstrated by their examination results and value-added scores. This can also be seen in the daily academic performance across the school. Pupils' IB diploma results regularly exceed the world average, often by a significant margin. Results at IGCSE at the end of Year 11 are similarly strong, with 74% of grades awarded at A* to A (9-7). Grades awarded at A* to C (9-4) were 100% in 2024. Results for both IB and IGCSE have improved steadily over recent years. The high levels of pupils' achievement are evident in their success in university applications, many of which are to establishments which have competitive entry requirements.

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3.6 Pupils make good and, at times, rapid progress. This progress is driven by teaching that is focused, fast paced, and dynamic, supported by effective tracking and monitoring systems. This is evident in pupils' responses to the questionnaire, where most expressed that their teachers are knowledgeable in their subjects and know how to assist them in learning. Across the primary school, pupil progress relative to their starting points is high. The school maintains detailed data to track pupil progress. The provision map includes suggested provision and additional support whenever progress falls below age expectations. Staff in the senior school, who are knowledgeable in their subjects, specifications, and mark schemes, support pupil achievement effectively.

3.7 Many pupils are highly able linguists, operating in multiple languages and using one to inform the other. Notably strong feedback from teachers ensures that all pupils know what their current attainment is and have clear targets for improvement, such as in modern foreign languages and history where pupil-led dialogue with teachers develops pupils' highly sophisticated ability to self-reflect on their learning.

3.8 The thematic curriculum planning in the primary school is reflective and responsive to pupils' needs. This ensures pupils develop excellent knowledge skills and understanding that have depth and breadth. Acquisition of knowledge and skills is underpinned by clearly communicated learning objectives and highly effective feedback. By the end of primary, pupils have a solid foundation in all core subjects. Pupil engagement and interest in learning is excellent. They demonstrate a love of learning and genuine interest in gaining knowledge and improving skills and understanding.

3.9 Pupils make excellent progress in developing independent learning and problem-solving skills throughout the school. Teaching methodologies support pupils in breaking down problems into manageable components, offering effective support, and allowing adequate time for thoughtful consideration. For instance, in a secondary mathematics lesson, pupils were given the opportunity to deliberate carefully on their responses and correct any misunderstandings rather than being directly provided with the answers. Pupils produce work of a high calibre in nearly all disciplines, whether creative, analytical, scientific, or evaluative, often performing well above age-related expectations. Pupils consistently display inquisitiveness about their subjects, whether engaging with complex ethical issues in sixth-form philosophy or critically analysing the causes and aggressors involved in the Cold War during history reading club sessions. Occasionally, teaching is not matched to the needs of all pupils, including those with special educational needs and disabilities (SEND).

3.10 Pupils demonstrate strong communication skills. Collaborative work is a central part of the learning process, and teachers regularly create spaces for pupils to express their views, challenge others, provide feedback, and respond to questions. In the multilingual community, pupils show high levels of oracy and confidence in communication. They speak clearly and meaningfully across various school activities. For instance, Year 5 pupils acted out scenes from *Macbeth* with dramatic effect that captivated their audience. Written communication skills are developed throughout primary school, from early mark making and letter matching in the early years to Year 6 pupils effectively using figurative language and writing in various genres. Secondary school pupils excel in using subject-specific vocabulary. For example, pupils confidently use technical terms while discussing Romeo's 'unrequited love' and 'melancholic disposition'. Pupils show an interest in reading from an early age, with early years children engaging with books independently and sharing thoughts on stories with confidence. This foundation supports high reading standards through the primary and secondary schools.

3.11 In the early years, children demonstrate excellent numeracy skills. A range of stimulating indoor opportunities and outdoor learning helps pupils count and sort different objects, match quantities to numerals, and identify numbers from irregular pattern arrangements. The use of manipulative and practical activities based on prior learning also enhances their mathematical understanding. In the primary school, pupils' numeracy skills are well developed as they progress through the school. They can solve problems efficiently and explain their reasoning. Mathematics is further strengthened through cross-curricular links. During mathematics week, pupils wrote mathematical stories for an

external competition with titles such as 'Algebraic Adversities' and 'The Fashion Fractions'. In the secondary school, pupils exhibit numeracy skills in various ways. This includes participating in mathematics week,' where tutor groups solve ciphers and assemblies explore code-breaking techniques used at Bletchley Park. Pupils effectively apply mathematics skills in different areas, such as drawing 3D shapes in art and breaking them down into their components.

3.12 Primary aged pupils develop excellent computing skills because of the well-planned and resourced information and communication technology (ICT) curriculum. For example, in the unit media production, pupils in Year 5 learn to make short videos such as on how to play chess. Pupils in Year 3 have made stop-motion animations linked to their topic on the Romans. Resources for ICT are readily available for use and are utilised well to support other areas of their thematic learning outside their timetabled computing lessons. In the secondary school, pupils' use of ICT for learning is advanced. The development of skills in the younger age groups sets the foundations for the effective use of technology in their IGCSE and IB subjects. Pupils understand questions raised about the possible benefits and limitations of the use of artificial intelligence (AI) and are mindful of the validity of information that they find online and that shared by influencers. Pupils use AI successfully to engage with individual in-the-moment feedback to develop greater skills and depth of understanding in extended answers.

3.13 In the early years, children develop excellent study and personal skills. Children are independent, such as organising their belongings and hanging up their coats properly. As well as being able to research and note take, primary school pupils exhibit higher-order thinking skills such as when they consider topics from a variety of viewpoints such as what are the ingredients that make up a country's culture. Through the scientific process of recording experimental work, they successfully learn to predict, hypothesis, analyse and draw conclusions. Pupils rise to the challenge and enjoy many problem-solving opportunities. For example, through the weekly mathematics challenge and writing algorithms for the programmable toy to navigate a given route. Pupils in the secondary school have an excellent ability to problem solve, drawing upon a wide range of resources available in their notes, displays in the classroom, and from teachers. Pupils are determined and mature in their approach and view setbacks as part of their learning process rather than obstacles. Sophisticated and challenging teaching in the 'theory of knowledge' course is highly effective at equipping pupils for the complex level of synthesis required for the IB Diploma Programme. Outside class, strong independent study skills are promoted in a range of ways, specifically in the specialised reading platform to support university preparation.

3.14 Throughout the primary school, pupils achieve across a broad range of opportunities supporting the core curriculum. These include sport, performing arts and creative arts. For example, pupils earn several silver and gold awards through the primary mathematics challenge and receive external music awards. Pupils achieve outside the school through local schemes such as a 'talented athlete' programme. Pupils participate in the extensive co-curricular programme which caters to a variety of interests and skills. Pupils expand their knowledge and understanding by volunteering through the IB creativity, activity and service (CAS) programme, debating the impact of technology on society, and participating in The Duke of Edinburgh's Award scheme. Secondary school pupils often rank in the highest performing schools for an international mathematics challenge. Pupils secure various awards for their performance in Model United Nations Conferences with growing numbers of participants. Outcomes for musicians are notable, with pupils undertaking ambitious diplomas through recognised music bodies and participating in numerous choirs and orchestras.

3.15 Primary pupils exhibit positive attitudes toward learning. They are motivated learners, demonstrating readiness and eagerness to engage in learning activities. They show attentiveness and high levels of concentration in various learning situations. Additionally, they display initiative and independence and seek success and improvement. Pupils across the school take pride in their work and strive to enhance their performance. Engagement from the beginning of lessons is notable, and they transition smoothly between subjects during lesson changes. Pupils recall previous skills effectively and actively participate

in their learning process, showing willingness to try, reflect, refine, and try again to achieve their goals. Pupils in the secondary school demonstrate intellectual curiosity and there is a strong culture of both collaborative learning and independent study. They remain highly focused, and their positive learning attitudes are reinforced by effective teaching and high-quality feedback from self, peers, or teachers. Teachers have a good understanding of the pupils, which promotes a desire among pupils to give their best effort.

The quality of the pupils' personal development

3.16 The quality of the pupils' personal development is excellent.

3.17 Primary school pupils show excellent levels of self-esteem and self-confidence. They are naturally friendly and inquisitive, speaking and greeting without being prompted and asking interested questions when in conversations. They have excellent self-understanding, knowing who they are and what they need to do to improve and succeed. This is all done without arrogance or complacency. Pupils speak with high levels of enthusiasm about their school and learning. They identify how through involvement in choirs, orchestras and many public performance opportunities they have strengthened their self-confidence. Across the school, pupil aspiration is a strength. They have a clear understanding of their next steps in learning and are keen to use all available resources to reach their potential. Pupils are positive about themselves, especially through their intellectual lens. Through their work, they explore aspects of their identity, as seen in pupils' artwork representing their personal heritage.

3.18 In the early years, children demonstrate excellent decision-making skills. Through an engaging range of indoor activities and outdoor learning, pupils can make choices about what and how to learn. For example, they can choose between activities like spending time in the sand kitchen or using plastic chutes to construct a bridge. When building a guttering track for their cars, they select the most appropriate shapes and lengths to ensure their car travels the farthest. Staff support this and extend the children's learning through in-the-moment planning. Pupils in primary school take responsibility for their decisions, whether in their studies or extra-curricular activities. They respond to these opportunities, supported by a positive learning ethos. An example of this is the level of decision making involved in producing the 'Weekly Scholar' newspaper. Pupils understand how their decisions impact their academic performance and make informed choices accordingly. They engage thoughtfully in their learning, as seen in feedback during drama lessons that includes reminders to encourage before critiquing. Systems for attendance and punctuality help pupils manage their daily lives effectively.

3.19 Children in the early years show spiritual awareness, exhibiting curiosity when listening to music related to familiar themes, such as animal-inspired compositions. Primary school pupils respect different religions and connect with the world around them. They express their spirituality through individual creative activities like art, music, and poetry. Within their multi-national community, they learn about various faiths and cultural traditions. For example, Year 6 pupils read an Islamic story, *Safiyyah's War,* to compare with Judaism studied in Year 5 using the book *Once* to explore World War II with a focus on acceptance in a diverse world. Senior school pupils discuss teamwork, empathy, and creation, both divine and human. In some lessons, pupils examine non-material aspects from an intellectual perspective, such as hopes and dreams in their study of *The Great Gatsby*. An assembly discussed the merits of making sacrifices for others, and many pupils engaged with philosophical examples. The impact of music is demonstrated in the choir's performance of Handel's *Messiah* and the senior orchestra's rendition of Beethoven's music, performing alongside a virtuoso pianist.

3.20 Pupils understand morality well, distinguishing between right and wrong. They value honesty and fairness and recognise the consequences of their actions. Pupils consider multiple ethical perspectives and justify decisions based on moral values. Even young children are aware of social boundaries and acceptable behaviour, showing excellent moral awareness and understanding through self-regulation strategies. Positive relationships are key to early learning. Older pupils' grasp of right and wrong is

reinforced by assemblies and academic subjects such as theory of knowledge and philosophy. In the classroom, pupils respect one another, although some struggle to consistently take responsibility for their behaviour outside structured settings, occasionally falling short of expected standards. In relationships, some pupils have felt excluded at times due to language barriers during unstructured time, impacting their wellbeing. This is also reflected in questionnaires where pupils expressed less confidence in building positive relationships and on pupils being kind and respectful to one another.

3.21 Pupils of all ages demonstrate good social development and collaboration. They exhibit strong social skills and build relationships with their peers and teachers. They understand teamwork and can explain what makes a good team. Pupils display excellent social skills when working together in group work and problem-solving tasks. For example, children in the early years collaborated while using the large parachute in a PE lesson, and pupils in a Year 4 mathematics lesson supported one another in understanding bar modelling. Throughout the school, pupil interactions in the classroom add to a socially cohesive environment. The co-curricular programme includes various activities that involve all members of the school community regardless of age or ability. An example is the school concerts, which include pupils from the early years to Year 13.

3.22 Pupils make excellent contributions to the school and the wider community. They are actively engaged in school life and participate in extra-curricular activities with enthusiasm. Primary pupils take part in leadership opportunities such as the school council, library champions, gardening club, mindfulness club and the school weekly newspaper. Their participation in these shapes the school culture. Pupils demonstrate an excellent sense of ownership and pride in their school, contributing to a positive atmosphere helping to lead and organise school initiatives. Pupils give selflessly to positively impact the lives of others in the school community. Many sixth-form pupils contribute extensively and positively to the range of provision outside the classroom and in resource management such as the library, displays and school newspaper. The school effectively uses the IB CAS programme to provide opportunities for pupils to make a difference across the school according to pupils' interest and their own leadership initiatives.

3.23 The pupil body takes much pride in the international nature of their make-up afforded by the school's diverse population. Pupils demonstrate excellent levels of tolerance, open-mindedness, interest and acceptance of one another's cultures and traditions. This is supported through many creative displays celebrating pupils' individual cultural heritage. The school actively seeks to widen pupils' cultural horizons through on-going calendar focus on cultural festivals, such as the celebration of Purim and Holi. Pupils' respect for other cultures and traditions in lessons is very strong. In the secondary school, other cultures are celebrated in the 'design your tutor group door' competition at the start of the year in which pupils choose a pupil representing a minority group, learn about their culture and decorate their tutor room door to celebrate that. Pupils are curious about others' backgrounds on an intellectual level and are always mindful of inclusion in class activities. Pupils demonstrate a meaningful commitment to diversity in terms of gender and sexual identity. They have an active lesbian, gay and bisexual, transgender (LGBT) club, which is connected to a similar club at another school, and they seek to ensure issues of gender and sexuality are openly discussed. Pupils know how to conduct themselves in a respectful manner when discussing sensitive topics in a whole class situation.

3.24 Primary school pupils have an excellent understanding of how to stay safe and healthy. They are well versed in online safety. At an age-appropriate level, they continually develop a wider understanding of the importance of making healthy choices in terms of their own physical and mental wellbeing. For example, pupils commented that their view of smoking changed after plotting graphs in science about the number of deaths from smoking. In the early years, children have an excellent sense of staying safe and keeping healthy. Independence is encouraged in personal care and good personal hygiene is maintained. Pupils know what food keeps them healthy and during lunch staff sit with the children and model good eating habits. Pupils in the secondary school are aware of how to live healthy and safe lives and can explain what dangers might exist in their worlds and how to navigate them. In

learning spaces, teachers are highly effective at creating emotionally safe spaces in which pupils can take risks in their learning. Teaching about physical health is strong, and PE provision is varied and effective at ensuring pupils understand how to live well and put it into practice in their learning. Pupils are given good access to the school's counselling services who deliver sessions on topics such as how to turn red (negative) thoughts into green (positive) ones encouraging pupils to be mindful in how they manage their emotional health, including regarding worries ranging from those relating to academic performance and examinations to parental divorce. PSHE lessons throughout the school are well taught and increase pupil knowledge and awareness of how to support their own physical health and mental wellbeing. The school provides a 'Concept Curriculum' in physical education lessons which nurtures physical literacy, is inclusive, and encourages lifelong exercise.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with two governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house tutor time and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Graham Gorton	Reporting inspector
Mrs Dawn Akyurek	Team inspector (Headteacher, Spain)
Mrs Naomi Fowke	Team inspector (Former proprietor, ISA school, UK)
Mrs Louise Orton	Team inspector (Former head, GSA school, UK)
Mr Christopher Wheeler	Team inspector (Head, HMC school, UK)