



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Anglican International  
School Jerusalem**

**Jerusalem**  
**Israel**

Date  
Inspection number

**19<sup>th</sup> – 21<sup>st</sup> May 2025**  
**20250519**

Contents		page
1	Purpose and scope of 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	8
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>	15
7	Standard 3 <b>The welfare, health and safety of pupils</b>	17
8	Standard 4 <b>The suitability of the proprietor and staff</b>	19
9	Standard 5 <b>The premises and accommodation</b>	20
10	Standard 6 <b>The provision of information for parents, carers and others</b>	21
11	Standard 7 <b>The school's procedures for handling complaints</b>	22
12	Standard 8 <b>Leadership and management of the school</b>	23

## 1. Purpose and scope of the inspection

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

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 13 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 staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Albie Huyser and John Stapley, both of whom carried out inspection activities remotely.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools overseas. 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

The school provides a personalised, high-quality education to a wide range of students; those with special educational needs and disabilities (SEND) and English as an additional language (EAL) make particularly good progress from their individual starting points. The personal, social and emotional development of pupils is a strength of the school, where students are encouraged to become confident, responsible, caring individuals. Student safety, welfare and wellbeing are high priorities for the school.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- students, who are welcoming, well-behaved, responsible, excited to learn and excellent ambassadors for their school;
- governors, leaders and teachers, who have an unrelenting focus on giving students the best possible opportunities to learn, grow and develop;
- focus on the welfare and wellbeing of students; they are safe at school and exceptionally well cared for;
- rigorous identification of and provision for students with SEND and EAL; as a result, these students make better than expected progress from their individual starting points;
- holistic education, with a strong emphasis on character and moral development, through Christian values;
- relationships across the school and involvement of parents, which has led to a strong, inclusive community spirit;
- focus on teacher development, which has led to raised standards in teaching and assessment;
- range of leadership opportunities for students within classrooms and across the school;
- emphasis on language development, evident in language-rich classroom environments and lessons;
- contribution made by additional adults in lessons to support learning.

## 3.2 Points for improvement

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

- i. Ensure that greater challenge for the highest attaining pupils is provided from the start of lessons, to optimise learning time and maximise progress;
- ii. Review and enhance Early Years Foundation Stage (EYFS) and nursery provision, to ensure it is developmentally appropriate, play-based and child-led, making best use of the excellent new outdoor learning environment;
- iii. Continue to develop the role of middle leaders, in order to further drive developments in curriculum, teaching and learning, and assessment.

## 4. The context of the school

Full name of school	Anglican International School Jerusalem (Elementary School)				
Address	82 HaNeviim Street, Jerusalem				
Telephone number/s	+972 02 567 7200				
Website address	www.aisj.co.il				
Key email address	office@aisj.co.il				
Headteacher/principal	Sarah Coleman				
Chair of board/proprietor	Rev. Canon Daryl Fenton				
Age range	2-11 years				
<b>Total number of pupils</b>	<b>119</b>	<b>Boys</b>	<b>59</b>	<b>Girls</b>	<b>60</b>
Numbers by age	<i>0-2 years</i>	9	<i>12-16 years</i>	0	
	<i>3-5 years</i>	21	<i>17-18 years</i>	0	
	<i>6-11 years</i>	87	<i>18+ years</i>	0	
Total number of part-time children	0				

The Anglican International School Jerusalem (AISJ) is a well-established international school situated in the heart of Jerusalem. The school operates as a private, co-educational day school, currently catering for children aged 2–11 in its elementary section. Founded in 1962, AISJ has a long-standing tradition of serving a diverse international community, united by a commitment to high-quality, values-driven education.

The school’s motto, “Where the world goes to school,” reflects the diversity of its student body. The elementary section comprises 119 students representing 25 nationalities. Approximately 25% are local Israeli students, with the remainder drawn from diplomatic, non-government organisations (NGOs), and expatriate communities. The largest international cohorts include students from the United States of America (USA), alongside significant representation from the UK, South Korea, India, Japan, and Spain. This cosmopolitan intake

supports a culturally rich and inclusive learning environment. AISJ is Anglican in foundation and ethos but welcomes students from all faiths and none.

The school delivers the National Curriculum for England and EYFS framework, supported by the International Primary Curriculum (IPC). AISJ has a deep commitment to inclusion. The school's non-selective admissions policy accommodates students with a wide range of abilities and needs, including those with English as an additional language (EAL) and special educational needs and disabilities (SEND).

AISJ enjoys strong community support. It has a clear strategic vision guided by its Christian values and educational mission. Whilst the current regional situation has, and is continuing to present significant challenges, the school remains focused, above all other considerations, on the safety and wellbeing of all members of the school community.

## 4.1 British nature of the school

AISJ presents a distinctly British ethos, both in its leadership and educational approach. The school is led by a British-trained headteacher. The curriculum is rooted in the National Curriculum for England and EYFS framework. Students are well-prepared for entry or re-entry into the UK educational system.

The school calendar consists of a three-term academic year. Timetables and curriculum time allocations reflect UK norms. Assessment and reporting cycles also mirror UK practice, including settling-in, mid-year, and end-of-year parent meetings.

UK-based resources and assessment tools, such as *Read Write Inc*, *Maths No Problem*, *International Primary Curriculum (IPC)*, *Ready Steady Write*, and *Literacy Shed*, are integral to classroom delivery. Students in Primary Year (PY) 6 undertake SATs. Achievement of younger children is assessed against the early learning goals (ELGs) along with phonics checks. Marking and moderation practices include internal and online moderation with UK educators to validate outcomes.

UK spelling conventions are consistently applied across written work, displays, and communications. Staff regularly engage in continuous professional development (CPD) aligned to UK practice, including bespoke training with a British education consultant and CPD providers.

British values are embedded throughout the school's culture and curriculum. Assemblies, personal, social and health education (PSHE), delivered through the *HeartSmart* programme, and religious education (RE) lessons explicitly promote mutual respect, tolerance, individual liberty, and understanding of democracy and the rule of law. These values are reflected in the school's behaviour expectations, themed weeks, and student leadership opportunities such as the school council. The house system further reinforces the British character of the school. Respect for diversity is promoted through literature, discussion, and the inclusive nature of school life.

British calendar events, including Remembrance Day, are observed. The school enjoys a close relationship with the British Consulate.

The school's governance structure aligns with the UK model. Governance practice includes policy oversight, strategic leadership, and accountability measures aligned with UK standards.

The school is a member of the Council of British International Schools (COBIS) and the Association of British Schools Overseas (AoBSO).

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is good. A broad and balanced curriculum, supported by strong and improving standards in teaching and assessment ensure that almost all students make at least expected progress and attain in line with UK expectations. Students with SEND or EAL needs frequently make rapid progress from their individual starting points.

#### 5.1 Curriculum

The quality of the curriculum is good and meets the standard for BSO.

The curriculum is broad, balanced, and suitably rigorous, offering all students the opportunity to make good progress. It reflects the school's aims, supports student well-being and spiritual growth, and prepares students well for their next steps in education and life. A curriculum policy is in place, which is regularly reviewed and ensures alignment with UK standards. As a result, students are well prepared to enter or re-enter the UK education system at the appropriate level.

The curriculum is based on the national curriculum for England and EYFS framework. Humanities and arts are delivered through IPC, which provides thematic, enquiry-based learning opportunities. The curriculum is carefully mapped across all key stages, with schemes of work and planning documentation. These documents demonstrate clear progression routes for students of all ages and aptitudes, including those with SEND and EAL.

Provision for English and mathematics is a clear strength of the school. Students benefit from a structured phonics programme. Reading, writing, and numeracy are taught through UK-based programmes such as *Read Write Inc.*, *Ready Steady Write*, and *Literacy Shed*, as well as a mastery-based mathematics scheme, *Maths No Problem*. These ensure that most students make at least expected progress from their starting points, and often better than expected, particularly those with limited English upon arrival. Writing has been a focus across the school, with clear evidence of improvement, progression and high-quality outcomes.

The inclusion department is well developed, and provision for EAL and SEND students is responsive and effective. The school employs external specialists, including an educational psychologist, dyslexia specialist, and occupational therapist, and provides individualised support through well-maintained individual education plans (IEPs). Newly arrived students receive a carefully planned induction, and where necessary, daily English immersion lessons support rapid language acquisition and integration.

Leaders ensure the curriculum is responsive to student need, for example, following extended school closures during the pandemic, the allocation for PE was increased to up to four lessons per week. This had a positive impact on students' wellbeing, and ability to focus in lessons. During the current unsettled times this additional PE provision has extended, and continues to be of benefit.

Curriculum enrichment is an integral part of the educational experience at AISJ. Weekly specialist lessons in art, music, physical education (PE), and languages (Hebrew, Arabic, or French) add breadth and depth. The curriculum is extended by special days, themed weeks, and whole-school events such as book week. *IPC 'Exit Points'* where students share their learning with parents, are key highlights every term. At present it is not possible to take students off campus for educational visits.

In early years, the EYFS framework is well embedded, promoting children's learning through hands-on, inquiry-based approaches. The EYFS outdoor environment has been redeveloped since the previous inspection, and now provides excellent outdoor play and learning spaces, which have the potential to add significantly to children's learning and development. Staff make good use of *Tapestry* to track progress and plan next steps. As a result, children make consistently strong progress across the prime and specific areas of learning.

The school's curriculum reflects high expectations, not only academically but also in terms of attitudes, behaviour, and social responsibility. PSHE is effectively taught and interwoven across subjects. It incorporates character education and explicitly promotes British values, including democracy, individual liberty, rule of law and mutual respect. The RE curriculum fosters understanding and tolerance through comparative studies of Christianity, Judaism, and Islam, aligned with the school's Anglican foundation and Jerusalem's unique interfaith context. Students are given numerous opportunities to contribute to school life and the wider community, including through the school council and service-learning projects.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good and meets the standard for BSO

Lesson planning is supported by joint planning time and a structured CPD programme, which has contributed to the good quality of teaching across the school. Lessons are well-structured, with clear learning objectives, using child-friendly language such as: "I can..." or "I am learning to...". As a result, students are aware of what they are learning and why.

In EYFS, teachers plan a range of age-appropriate direct input and continuous provision activities. Many of these are related to clear learning intentions, and engage and stimulate children. In some instances, teachers use in the moment planning to allow learning to follow children's interests, for example in an early years (EY) 1 lesson where children starting to learn about capacity became fascinated by combining sand and water together and observing the result. The teacher used this opportunity to explore language related to textures and the senses. However, greater emphasis on the planning of continuous provision, extending learning invitations and responding to children's interests, would enhance provision. Further opportunities for free-flow to the outside areas, with regularly updated learning invitations and provocations would optimise use of this excellent new resource.

Across the school, there is a clear and targeted focus on language development. Teachers introduce key vocabulary and check for understanding. Strategies such as the use of talk partners support language development. Classrooms are language rich environments, with displays supporting specific vocabulary for topics alongside an ongoing focus on developing students' language knowledge and skills. Displays of students' extended writing demonstrate the impact of this approach. Students who join the school with little or no English make rapid progress through tailored support in class or through individual interventions.

In most lessons, prior knowledge is revisited through effective review strategies. Students are actively engaged in class discussions through questioning, use of 'cold calling' techniques, and paired or group collaboration. Teachers regularly adapt seating plans to promote peer interaction and encourage peer-support or engagement.

A robust inclusion department coordinates support services including access to a range of specialists. IEPs and tailored support for EAL learners are evident across the school. One-to-one support and bespoke interventions are used effectively to ensure these students make rapid progress from their individual starting points. In most lessons, teachers provide effective differentiated tasks or lesson structure. Teachers demonstrate an understanding of how to scaffold learning and gradually increase expectations, particularly in mathematics and literacy. For example, in a PY2 English

lesson, two students who required extra support worked on pictorial story maps with a teaching assistant, while the teacher expertly modelled how to develop written story maps with the rest of the class. Across the school, the use of additional adults in lessons is a strength of provision. They are fully involved in the planning process and have a clear understanding of their role in each lesson.

Differentiation is evident in most lessons. Challenge activities are provided for more-able students after they have completed the core tasks, with well-paced lessons ensuring many students reach this level. Further challenge and stretch is available through additional tasks in wall pockets or displayed on boards. However, high-achieving students are not always challenged from the outset; often, they are required to complete basic work before accessing extension tasks.

The best lessons across the school are active and engaging, with an emphasis on enquiry-based learning. For example, in a PY5 science lesson, students made predictions and then investigated materials that are soluble or insoluble. They worked well together, discussing predictions, carrying out the investigation and recording their findings. Many students were able to make links to real-life experiences in support of their predictions. In EY2 mathematics, children enjoyed exploring the concept of time, trying out different activities to discover how time can feel different in different circumstances, for example walking around the outdoor area or doing star jumps, both for one minute.

The use of cross-curricular links is well-embedded. Through carefully selected resources, areas of learning are brought together, often linked by IPC or science themes. For example, in PY6, when moving on from the topic of genetic inheritance to adaptation, the teacher probed students' knowledge through links to the class text on polar bears. Prior knowledge was reinforced by students identifying key vocabulary from definitions, while skilled use of open questions helped students explore new concepts and develop ideas.

Behaviour for learning is excellent. Teachers set high expectations, and the school's Christian ethos is reflected in respectful, positive relationships between students and staff. The recently developed behaviour framework, anchored in the school's core values of respect, kindness and forgiveness, is consistently applied and reinforced through assemblies, PSHE lessons, and daily interactions. The use of the *Trackit Lights* system provides a transparent and motivational platform for promoting positive behaviour and tracking incidents of poor behaviour. The promotion of growth mindset strategies further enhances pupils' resilience and attitude towards learning.

Home learning is encouraged and rewarded through *Doodle*. Expectations increase appropriately as students move through the elementary years, preparing them well for the academic demands of secondary.

The school has created a strong culture of assessment for learning (AfL), with formative assessment strategies used consistently to identify misconceptions and adapt lessons in real time. Feedback, both verbal and written, is purposeful and timely, with live marking and pupil self-assessment strategies such as green-pen editing and RAG rating against learning objectives evident in many classrooms. This contributes to students making good or better progress over time.

Regular summative assessments are conducted using *Maths No Problem* end of unit tests and *Progress in Reading Assessments (PIRA)*. The data collected is tracked and used in termly student progress meetings, ensuring early identification of learning gaps and informing support interventions.

## 5.3 Standards achieved by pupils

The standards achieved by students meet the standard for BSO.

Students across year groups and in a wide range of subjects, including English and mathematics, consistently make strong progress, considering their varied and often low starting points. This progress is evident in workbooks, formal assessments, and observations. The proportion of students meeting or exceeding expected standards in English, mathematics, and science is in line with UK national norms.

Student progress is generally above average or improving across most subject areas. Students with SEND achieve particularly well, with personalised support and high expectations playing a key role in their academic development. EAL students are effectively supported through withdrawal sessions and tailored interventions, and make rapid progress in English language acquisition. Inclusion staff use individualised intervention strategies and track progress using tools such as the *Bell Foundation* tracker, however there is scope for more direct collaboration with class teachers to ensure impact of the assessments is maximised across the curriculum.

EYFS outcomes are strong, with 67% of children achieving a good level of development (GLD), matching UK averages despite a high proportion of EAL learners. Progress in early years is supported through well-established routines, phonics instruction, and close attention to individual needs.

Use of standardised assessments, such as *PIRA* and *Maths No Problem*, is effective in identifying gaps and informing interventions. These assessments, alongside regular internal tracking, enable individual progress to be closely monitored. Despite disruptions due to the ongoing regional conflict, the school maintains standards in line with UK averages, with PY6 SATs data showing achievement broadly in line with UK expectations.

Behaviour and attitudes to learning contribute significantly to academic success. Behavioural expectations are clearly understood, and the *Trackit Lights* system promotes positive conduct. The school's emphasis on values and respect enhances the learning environment, with over 97% of recorded behaviours positive. Physical education, delivered three or four days a week, further supports pupils' emotional well-being and readiness to learn. Attendance is generally good and aligns with UK and international school norms, although recent figures have been affected by external circumstances.

AISJ ensures that students are well prepared for the next stage of their education. Academic achievement, combined with high standards of personal conduct and robust pastoral care, equips pupils with the skills and attitudes required for continued success.

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

The spiritual, moral, social and cultural development is outstanding and meets the standard for BSO. It is a key strength of the school.

AISJ is Anglican in foundation and ethos, but welcomes students from all faiths and none. It is committed to providing an education that not only meets academic needs but also nurtures spiritual, moral, social, and cultural development in an inclusive and respectful environment. The core Christian values of respect, kindness and forgiveness which permeate the school are fully in line with British values. They are modelled by adults in school and known and understood by students.

Students have many opportunities to develop spiritually. Assemblies are joyous occasions, where children explore aspects of humanity and spirituality, and celebrate achievements. The sense of community is palpable. RE lessons are conducted in a manner that is both respectful and inclusive, covering Christianity, in line with the school's Anglican foundation, as well as Judaism, Islam and other world religions, reflecting the religious diversity of Jerusalem and modelling respect for different faiths.

Behaviour across the school is excellent and positive relationships are evident between students and adults, and within the student body. One student commented: "I like this school because it is inclusive. I made friends on my first day here". Children are safe at school. Instances of bullying are rare, any issues that do occur are handled swiftly and effectively. Students understand the difference between bullying and falling out, and know who to speak to if they have any concerns. Students have a clear understanding of right and wrong.

Students' personal development is supported by the recent implementation of the '*Heart Smart*' PSHE curriculum, which aligns closely with the school's values. Through PSHE lessons and assemblies, students are supported to build character, emotional health, resilience and empathy.

Students belong to one of three pastoral houses, which adds to the British nature of the school. The three houses, Bradnack, Thomas and Clarke, are named after individuals who contributed significantly to the school's foundation and development. These houses foster a sense of belonging and promote positive competition, especially during events such as sports day. Students are encouraged to wear their house shirts to school on days when they have PE and there is a strong sense of loyalty to houses.

From a young age, students are given leadership roles in class. Line leader, chair monitor and book corner monitor are some of the roles which they are eager to be awarded. Older students have the opportunity to apply for democratically elected leadership roles including house captain, vice-captain and student council. The active student council meets regularly

and students are encouraged to develop ideas for community events and fund-raising. Other leadership opportunities include being responsible playground and canteen monitors. Across the school students support each other, acting as buddies for students new to the school and working with younger students in some lessons or to support reading. During activities such as the annual bake sale, older students help younger students run their stalls.

There is an evident care within the school community. The school's support system for students and families is very well-established and concerns are handled with appropriate sensitivity. The current student numbers within the school enable support that is highly personalised.

The school's motto: "Where the world goes to school," reflects the culturally diverse nature of the school community, which the school celebrates while actively promoting cultural understanding and respect. Through assemblies, PSHE and RE lessons, and many community events students learn to recognise their similarities and appreciate their differences. The whole school comes together, including parents, for the annual 'International Dinner', Christmas fair, carol concert and other special occasions.

Transition planning into the next phase of education for students is expertly managed. Experienced staff carefully plan a series of opportunities for students to experience secondary classes through a programme of taster lesson, days and teacher visits. Equally, plans are also made to support parents through the transition to secondary and the International Baccalaureate (IB) curriculum.

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

The provision for welfare, health and safety is outstanding and meets the standard for BSO.

Students are happy and exceptionally well cared for at this safe, inclusive school, described by a member of the school community as: “An oasis of peace”. Strong relationships are evident between students and staff, and there are regular opportunities for students to work with children of different ages. Behaviour is supported effectively and the school makes good use of the *Trackit Lights* system to monitor and reward behaviour. An appropriate whole-school anti-bullying policy is in place and consistently applied.

The school’s ethos is ‘safeguarding is everyone’s responsibility’. Safeguarding training materials for staff are sourced from COBIS and The Safeguarding Alliance, with regular training and information updates in place. Students know who to approach if they have a concern. Robust safeguarding procedures ensure that any concerns are reported in a timely manner. Follow-up actions are tracked. Records are stored securely and used effectively to monitor and support students. The school educates students regarding personal safety as well as keeping safe online.

Students are well-supervised at all times. Lessons generally have at least two adults in, often more. Staff duty rotas ensure adequate cover of all areas at breaktimes, this is supported by the PY6 students helping with supervision of younger students in the lunch queue.

The school is fully compliant with fire regulations and holds regular emergency drills. Fire equipment and school facilities and play equipment are checked regularly and maintained appropriately. School evacuation procedures are robust and students know what to do in an emergency. The school has three emergency bunkers which are kept in a state of readiness for security alerts, with walkie-talkies and daily class attendance registers. A security audit was recently conducted by an outside provider, and upgrades to campus security made as a result. The school leadership is in close contact with representatives from the British and American consulates who advise regarding local security matters.

Aspects of the school’s health and safety processes, as well as site security, are standing items on the senior leadership team (SLT) agenda. The school’s health and safety policy is regularly reviewed and is compliant with local standards and regulations. A comprehensive health and safety audit of the school site was recently completed by an external team of experts. Other audits include an annual check of all trees by an arborist, with works carried out as required.

Risk assessments are carried out in line with school policy for key areas of the school and some school events, such as the Christmas fair and water-play day. A robust process is in place for planning off-site visits, including detailed risk assessments, however, due to the current situation no educational visits are currently taking place.

The school campus and buildings, although old, are well maintained. A maintenance supervisor and cleaner are on campus throughout the day, with a team of contracted cleaners coming into school every evening to clean classrooms, toilets and all communal areas. Maintenance requests are logged via a *Google* form. A system of prioritisation ensures all matters are dealt with in order of urgency and in a timely manner. The grounds are well maintained by a team of gardeners.

The school has a well-resourced clinic. Accurate records of individual student's needs and daily clinic visits are kept by the qualified school nurse who provides both physical and emotional support to students. *EpiPens* and emergency equipment are readily accessible in the well-maintained clinic. Four defibrillators are available around the school campus. Records show that first aid training amongst staff is up-to-date.

Healthy lifestyles are effectively promoted across the school. The provision for PE has been increased, with students now taking part in PE lessons up to four times a week. This has had a positive impact on health and wellbeing. The on-site canteen offers an excellent variety of healthy eating options, with an emphasis on fresh fruit and vegetables. All meals are prepared on-site, using locally sourced, fresh ingredients, daily. The kitchen and serving areas are maintained to high levels of hygiene. Students eat well and clearly enjoy their meals. The canteen is well used throughout the day, as well as after school by parents.

## 8. *Standard 4* The suitability of the proprietor and staff

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

A safer recruitment policy is in place. The two current co-directors of the school have both completed safer recruitment training through COBIS. Recruitment procedures are robust and compliant with Israeli law and BSO standards. Safeguarding checks are carried out for all local staff according to Israeli employment legislation.

Job advertisements for teaching staff are placed in the TES together with a description of required and desired attributes. Advertisements also detail the school's approach to safeguarding and safer recruitment. All prospective staff are interviewed by at least one person with safer recruitment training. Interviews always contain a safeguarding question.

Prior to the confirmation of staff appointments, appropriate checks are carried out to confirm staff identity, qualifications, medical fitness and right to work in Israel. At least two written professional references are taken up, using the school's bespoke reference form. One of the references is followed up with a telephone conversation. The school does not use temporary supply staff. Sub-contracted staff, such as cleaners, are also subject to the required background checks.

A system of annual staff appraisal is both collaborative and supportive. Through lesson drop-ins and one-to-one conversations, individual improvement targets are identified, in line with the school's overall improvement aims. Staff receive appropriate training and one-to-one support to achieve their targets. Opportunities for peer-observation, support and reflection help to share good practice. The school has been working closely with an independent education consultant over the last three years. This collaboration has had a significant impact on raising the standards of teaching and assessment across the school.

The board of governors acts at a strategic level in order to ensure the long-term sustainability of the school. The co-directors of the school are entrusted with the operational running of the school. Since the last inspection the governing body has made active efforts to become more involved in the school; governing body sub-committees have been created and governors regularly visit the school. All governors undergo background check and complete safeguarding training; the chair of the board also undergoes additional enhanced criminal record checks in line with his position as director of the Israel Trust of the Anglican Church (ITAC).

The school's Single Central Register (SCR) is compliant with BSO requirements and backed up with well-organised personnel files that includes details for all staff, leaders and governors. The SCR is regularly updated and checked.

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

Premise and accommodation of the school is outstanding and meets the standard for BSO.

The school is housed in an historic building, reflecting the school's heritage and long history. Buildings and outside areas have been thoughtfully adapted to accommodate the school. Classrooms are bright and spacious, with high ceilings, good ventilation and sound-proofing, and plenty of natural light. An expansive library is well stocked and used effectively, as a teaching, reading and quiet recreation space. Specialist classrooms are available for art and music. Despite its age, the school is maintained to a high standard. Measures have been taken to reduce potential risks, such as finger-safes fitted on doors, non-slip strips on steps and foam padding around poles in the play areas.

Large outdoor spaces have been age-appropriately designed to meet the needs of breaktimes and PE lessons; an indoor hall is also used for PE. Outdoor spaces provide areas for students to relax quietly as well as robust climbing equipment and a basketball court. The new early years outdoor learning environment is an excellent addition to the school which is starting to enhance provision for this age group. Specialist facilities are available for music and art.

The school site is very secure. It is covered by a comprehensive CCTV system and access is tightly controlled. School gates are locked after the arrival of students. The school is patrolled by guards from an independent security company. A recent independent security audit resulted in physical enhancements to site perimeter fencing and procedures that align with international best practice in response readiness. External lighting, on timers, supports visibility and safety for after-hours events. All staff wear identification lanyards and visitors are required to show ID and sign in on arrival. An access control system ensures no visitors go into areas of the school without permission, or accompanied if appropriate.

Toilets across the campus are age-appropriate and well-maintained, cleaned daily and checked during the day. Bathrooms include handwashing facilities and a shower in the EYFS area. Drinking water is available at three main water fountains, which have maintenance checks and filters changed annually, in line with local regulations. Students are encouraged to bring a reusable water bottle from home.

Suitable provision is made for pupils with medical or emergency needs, including a fully equipped clinic staffed by a full-time nurse. Medical care is well organised, with clear protocols for emergencies, a secure storage system for medicines, and effective communication with parents. Medical records are kept securely on SIMS.

Classroom displays are a strength, they are bright and colourful. They provide a language rich environment, which supports the curriculum, personal and social development, and celebrates students' achievements.

## 10. Standard 6

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

The provision of information provided by the school to parents, carers and others is good and meets the standard for BSO.

The school's website offers a range of relevant information, including guidance on the admissions process for any prospective parents. New families report positive experiences of induction, with strong pastoral support helping children settle quickly. Key school documentation, including the school's mission and values, and a range of policies such as behaviour, safeguarding, and complaints, is accessible online.

The school communicates progress clearly, particularly for students with additional needs. Parents of students with SEND or EAL needs spoke positively about the level of support and information provided, including individualised attention and specialist intervention. Parents receive twice-yearly reports that provide grades for attainment and attitude in each subject, alongside personalised teacher comments. These are supplemented by regular parent-teacher conferences, providing formal opportunities for dialogue. Parents of children in EYFS receive four 'focus child' reports annually, culminating in an end-of-year summary that indicates whether their child has met the ELGs.

Newsletters and weekly emails from the headteacher provide timely updates, including reassurance following security alerts and reminders about key events. Parents also receive weekly updates on their child's class learning, curriculum outlines for each term, and information on how their child is assessed from the class teacher. Teachers are accessible via email and in person, often responding to queries within a day. Parents value the school's responsiveness and the availability of senior leaders.

AISJ offers regular opportunities for parents to engage in school life, including sports day, 'exit point' celebrations, and special events such as the annual international dinner, Christmas carols and Christmas fair. These enhance community cohesion and provide informal opportunities for communication. The school's small size fosters close relationships, and parents feel the staff know their children well.

Parents expressed their satisfaction with the way the school supports their children emotionally, as well as academically. One parent commented: "My daughter drips with joy!".

## 11. Standard 7

### The school's procedure for handling complaints

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

The school's comprehensive complaints policy is available to download from the website and recognises that parents, as key stakeholders in the education of their children, have a right to voice any concerns they might have about their child's education. The school also recognises its duty to provide a channel for, and be responsive to, parents' complaints. The policy details clear steps of escalation and response, based on UK best practice.

Good communication with parents is maintained through an 'open-door' approach, weekly class teacher emails, regular headteacher updates and communication with class representatives, all of which enable most concerns to be dealt with at the initial informal stage.

Should a concern become a complaint, the policy details clear steps for escalation and respective time frames. Three stages of complaint procedure are in place:

- i. Informal complaint
- ii. Formal complaint raised with the headteacher
- iii. Formal complaint raised with the director, escalated to an independent panel if necessary.

Parents may choose to be accompanied by another adult to a panel hearing.

The directors and SLT are responsible for ensuring that the procedures for dealing with complaints are understood by all staff and that any complaints do not remain unresolved.

The school keeps a confidential log of complaints; however, information would be shared when local legal requirements permit access.

No formal complaints have been recorded since the previous inspection. All informal issues are addressed promptly and constructively.

## 12. *Standard 8* Leadership and management of the school

The leadership and management of the school are good and meet the standard for BSO.

School leaders have created a values-led ethos in the school; the core values of respect, kindness and forgiveness are modelled by staff, and quickly learnt by students. A strong sense of community is built on close relationships. Older students willingly support younger children; strong friendships are evident across the school. Parents value the way that their children are nurtured and supported, and the level of care and knowledge that leaders and teachers have for each individual.

Student welfare and wellbeing is always a high priority for leaders, but particularly during this current period of heightened security risk. Robust steps are taken to ensure children are kept safe, in a caring and sensitive manner, that supports them emotionally. Leaders have put in place safeguarding practices that are thorough and followed carefully. They set high expectations for behaviour, based on systems of cooperation, praise and reward.

Leaders have conducted a thorough analysis of the school's strengths and ongoing areas for development. They have created improvement plans to address areas of development, which are carefully and accurately targeted. Leaders are aware that succession planning is essential to embed practice and develop consistency. Whilst not yet fully embedded, a new structure of middle leadership offers opportunities for the school to further develop on its journey towards excellence, with the dedication to see improvement plans to fulfilment.

School leaders have a clear understanding of the role of teachers' professional development in raising student outcomes and have already put a great deal of time and effort into raising standards of teaching and assessment across the school. Appraisal processes accurately identify individual teacher needs and bespoke professional development is proving effective in aligning standards and expectations.

Leaders ensure that communications with parents are personalised and clear, built on strong, trust-based relationships. Parents value the comprehensive support that the school provides for their children, both academically and in terms of personal development and wellbeing.

Governors provide a strategic oversight of the school and work closely with school leaders, empowering them to lead the school effectively. Systems of accountability are effective. School budgets are well managed. The school is well resourced, with many items sourced from the UK. The school runs efficiently on a day-to-day basis.