



**INDEPENDENT SCHOOLS INSPECTORATE**

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT ON  
NORD ANGLIA INTERNATIONAL SCHOOL HONG KONG**

# INDEPENDENT SCHOOLS INSPECTORATE

|                        |   |            |                  |
|------------------------|---|------------|------------------|
| Full Name of School    | <b>Nord Anglia International School Hong Kong</b> |            |                  |
| Address                | <b>11 On Tin Street</b>                           |            |                  |
|                        | <b>Lam Tin</b>                                    |            |                  |
|                        | <b>Kowloon</b>                                    |            |                  |
|                        | <b>Hong Kong</b>                                  |            |                  |
| Telephone Number       | <b>39581488</b>                                   |            |                  |
| Fax Number             | <b>+85239581499</b>                               |            |                  |
| Email Address          | <b>brian.cooklin@nais.hk</b>                      |            |                  |
| Head                   | <b>Mr Brian Cooklin</b>                           |            |                  |
| Proprietor             | <b>Nord Anglia Education</b>                      |            |                  |
| Age Range              | <b>5-14</b>                                       |            |                  |
| Total Number of Pupils | <b>802</b>  |            |                  |
| Gender of Pupils       | <b>Mixed</b>                                      |            |                  |
| Numbers by Age         | <b>5-11</b>                                       | <b>632</b> | <b>11-14 170</b> |
| Inspection dates       | <b>7-11 March 2017</b>                            |            |                  |

## PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) Regulations 2014, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

**The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:**

- (i) **an exhaustive health and safety audit**
- (ii) **an in-depth examination of the structural condition of the school, its services or other physical features**

- (iii) an investigation of the financial viability of the school or its accounting procedures**
- (iv) an in-depth investigation of the school's compliance with employment or company law.**

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Nord Anglia International School Hong Kong is an independent, non-selective day school for pupils between the ages of 5 and 14 years and is part of the Nord Anglia Education group of schools, linked through a global campus. The school is supported by the whole board of Nord Anglia Education but has specific representatives responsible for particular aspects of school life. Located in Lam Tin, Kowloon, the school opened in 2014 and occupies a five-storey Education Bureau property, which was an empty government school building for a few years. The school aims for its pupils to be academically successful, independent, creative thinkers; learning effectively on their own and collaboratively. It is determined that its pupils have respect for themselves, other people and the environment, take responsibility for their own actions and make informed choices, whilst making a positive, effective contribution as global citizens.
- 1.2 At the time of the inspection there were 802 pupils on role; 425 boys and 377 girls. The school has identified 43 pupils with special educational needs and/or disabilities (SEND), 21 of whom receive additional support. Of the 530 pupils who have English as an additional language (EAL), 58 receive additional support. Pupils travel in from a wide area of Hong Kong. There are 38 nationalities represented in the school with a significant proportion being of ethnic Chinese pupils. The ability profile of the school is above the national average.
- 1.3 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Throughout the school, pupils' achievement and learning are excellent. The school successfully meets its aim for its pupils to be academically successful and be independent, creative thinkers, learning effectively on their own and collaboratively. The pupils show high standards in their knowledge, understanding and skills across a broad range of subjects and activities. A significant factor in this is the school's consistent approach to encourage independence, collaboration and reflection in lessons. Such levels of achievement benefit strongly from the comprehensive curriculum and the high quality of teaching, which uses methods that motivate and enthuse pupils and challenge them to think for themselves. The valuable resource of classroom assistants is often under-used in lessons: where it is used well, pupils greatly benefit from the support the staff provide. Pupils follow a rich and varied programme with facilities, resources and educational visits matched well to pupils' needs. Marking is generally helpful but the quality of such feedback is not consistent across all subjects and year groups. Assessment is detailed and used well to inform planning and ensure that all pupils' needs are met, including those with SEND or EAL.
- 2.2 Pastoral care is excellent, and the welfare, health and safety of pupils are assured. Pupils are courteous to visitors and treat their peers and staff with great respect. Their care for one another is embedded in all aspects of school life, supported greatly by the school's strong house system and the opportunities to work together across age groups. Pupils enjoy life at school and this radiates from all that they do. Older pupils relish the opportunities to take on responsibilities but there are fewer opportunities for younger pupils. Pupils demonstrate high levels of spiritual, moral, social and cultural development. Their awareness of those less fortunate than themselves is evident in their positive approach to charitable giving.
- 2.3 Governance, leadership and management are excellent. The aims of the school are fulfilled and fostered by the governing body, Nord Anglia Education, who are committed to the academic progress and personal development of the pupils. Governors have a clear oversight of the school, informed by the reports from the school's leadership and through the regular meetings and visits to the school. They are fully involved in the life of the school, offering challenge and support to its leaders at every level. They are acutely aware of their statutory obligations, and these are discharged with rigour. Throughout the school, a strong system of shared leadership and management facilitates excellent communication on pupils' progress and welfare. Responsibility for the implementation of the comprehensive school development plan is shared by all staff. Recruitment and nurturing of high quality staff is a priority, and all regulatory checks are carried out and recorded meticulously. The school maintains excellent links with parents. Their concerns, which are small in number, are dealt with effectively, and they are overwhelmingly appreciative of the school.

## **2.(b) Action points**

### **(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Implement a strategy that ensures that the teaching and learning assistants are best utilised to support pupils' learning.
2. Provide further opportunities for younger pupils to have roles of responsibility.
3. Ensure a consistency in marking and opportunities for pupils to respond to feedback across all year groups and all subjects.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The school fully meets its aim for its pupils to succeed through an individual approach in a safe, caring and happy environment.
- 3.3 At every stage, pupils show high levels of knowledge and understanding, and very well-developed skills and they apply their excellent literacy and numeracy skills extremely well across all subjects. They listen exceptionally well and work collaboratively to a high level. Throughout the school, pupils are highly skilled in literacy. This is of particular note when considering their many linguistic backgrounds. Their excellent verbal skills are a key factor in their learning. Pupils think and reason for themselves and express persuasive and considered opinions, confidently explaining their point of view, whilst listening carefully and respectfully to their peers. This was highlighted in a history lesson where pupils debated the rights and wrongs of the dropping of the atomic bomb on Japan during the Second World War. They are secure in the knowledge that their ideas are valued and encouraged and every opportunity is given in lessons for pupils to share and discuss their thoughts and ideas. Writing is of a high quality and pupils write for many purposes, strongly encouraged through the themed approach to the curriculum. As the pupils move into the senior school these high standards are maintained. Pupils' accuracy in spelling and grammar are commendable throughout the school; they read intelligently and enjoy their reading. The school's strong focus on the development of good phonic knowledge from an early age has been a catalyst for this success.
- 3.4 Creativity throughout the school is excellent, notably in music, art and drama. These play a significant part in the life of the school. The strong links with the Juilliard School greatly supports this aspect of pupils' achievement. There are numerous opportunities for pupils to sing, play music and participate in drama productions which they do to a high level of proficiency.
- 3.5 Numeracy skills are strongly developed, and are applied particularly well to solving problems and pupils develop their own strategies for working with mathematics. The youngest pupils were secure in their concept of division relating it to sharing, and were able to explain the reasons for the process to be fair, and older pupils confidently made puzzles to consolidate their understanding of angles. Pupils transfer their mathematical skills across the subjects of the curriculum.
- 3.6 From an early age, pupils acquire a high level of understanding of scientific concepts. Investigative skills are extremely well developed and pupils respond to challenges with enthusiasm and determination. Pupils use ICT competently and effectively, in their academic work and independent research.
- 3.7 The pupils' attainment cannot be measured in relation to average performance in national tests but on the evidence available, it is judged to be high in relation to national UK average expectations. This level of attainment, as judged by the quality of learning seen in lessons, the scrutiny of work, the standardised data provided and curriculum interviews with pupils, indicates that pupils make excellent progress in relation to those of similar ability. Less able pupils and those with SEND make excellent progress because they are extremely well supported, either in individual sessions or in class by their teachers and classroom assistants. More able pupils

and those with particular talents are often catered for in the best lessons, although this is not consistent across all subjects and year groups.

- 3.8 Pupils avail themselves of the extensive range of opportunities for developing their talents and personal qualities. Senior pupils, in particular, achieve high levels of personal fulfilment as they conscientiously discharge their duties in positions of responsibility and service. Younger pupils have fewer opportunities do this.
- 3.9 The school gains much success in a wide range of sport including football, rugby, gymnastics horse riding and swimming. Other school successes include many Global Campus successes, for example winning the primary debating league, the photography competition and writing prizes. Over 200 students from Year 1 to Year 8 have been awarded certificates for their successes in the Hong Kong Schools Speech Festival and the school was successful in the 'Battle of the books event' in which the school were the Mandarin winners for the whole of Hong Kong.
- 3.10 The many achievements of pupils are the result of their positive attitudes, their ambition, enthusiasm and determination to give of their best.

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

- 3.11 The contribution of curricular and extra-curricular provision is excellent.
- 3.12 High standards are achieved through a stimulating, balanced, and challenging curriculum which helps all pupils to reach their potential and meets their wide-ranging needs as they move through the school. The timetable is carefully considered and comprises appropriate amounts of opportunity for academic, creative and physical growth. Excellent cross-curricular opportunities, created through a well-planned 'themes' programme in each year group in the junior school, enable the pupils' learning to create links through a multi-disciplinary approach, particularly in science, history, geography, personal, social, health and citizenship education (PSHCE) and computing. The primary school curriculum follows the English National Curriculum closely and is further enhanced by specialist teaching in a range of subjects, such as Music, Spanish, Mandarin, Computing and Art. For older pupils in the senior school (currently Years 7-9) the amount of subject specialist teaching increases across all academic subjects, in preparation for the IGCSE examinations. The curriculum is greatly supported by the school's strong link to an American institute of technology (MIT). and its commitment to science, technology, engineering, the arts and mathematics. This provides a contextual curriculum, where subjects are coordinated under a formal educational structure relating science, technology, engineering, mathematics and the broad spectrum of the arts (STEAM) to each other. Through this programme, pupils engage in many exciting activities, such as pupils of all ages investigating the quality of water in various areas of Hong Kong.
- 3.13 The curriculum is carefully monitored. Subject and year group leaders in both the primary and secondary school work closely to ensure consistency and continuity in the pupils' learning, thus preparing them extremely well for the next stage in their education. In creative disciplines, art and music are significant strengths and, while design technology does not currently exist as its own subject, significant elements are present in the school's approach to computing and the pupils' broad exposure to 'STEAM'. Pupils' computing skills benefit from a broad exposure to technology in specialist lessons, as well as across many other subjects, and the objectives of the school's developing computing curriculum are met.

- 3.14 Provision for pupils with EAL or SEND is well planned and organised, with staff deployed very effectively to support pupils' needs through the school's online learning platform, ensuring that pupils with EAL have ample opportunity to prepare for and understand each lesson's objectives and outcomes. Children with specific language or educational needs frequently receive support in class or are catered for in one-to-one or small groups outside the classroom, ensuring that they are integrated into the school community.
- 3.15 More able pupils are also well catered for in lessons through challenging activities and work. Pupils' particular talents are recognised and celebrated and they are encouraged to embrace the many opportunities made available to them. A collaboration exists with The Juilliard School to further inspire pupils with its teaching philosophies in the performing arts. The partnership with MIT gives a heightened profile to STEAM-related subjects, as well as opportunities for pupils to be further challenged through exciting projects and, if successful, even visit their Massachusetts campus.
- 3.16 The academic curriculum is enhanced by a wide range of extra-curricular activities and sport. Pupils speak positively about the activities programme and it extends and enriches the curriculum to excellent effect, such as the robotics club. A comprehensive range of off-site visits, residential trips and visiting speakers further broadens the pupils' learning including local hikes, museum visits and overseas trips such as those to Tanzania and Borneo. The pupils' involvement in charity initiatives enhances the moral element of the school's curriculum with each house supporting a charity chosen by pupils. A link with UNICEF further strengthens the school's work to help the pupils appreciate and develop their understanding of the UN's global goals. Academic lessons often reference these goals, such as the importance of well-being, overcoming poverty, gender equality and sustainability.

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

- 3.17 The contribution of teaching is excellent.
- 3.18 Throughout the school, teaching enables pupils to develop a very secure understanding in all subjects and to make excellent progress. Teaching is well planned, with a high degree of awareness of the differing needs of all pupils. It supports the school's aims, contributing successfully to the pupils' high levels of achievement.
- 3.19 The teachers know their pupils well and this, together with their strong subject knowledge, contributes greatly to the pupils' attainment and progress. There is an excellent rapport between staff and pupils, who are encouraged to work hard and achieve in line with the school's aim to create intellectually confident learners. In the most successful lessons, teaching assistants are given clear direction and support pupils well. This is not consistent throughout the school, however, and opportunities are missed to use this valuable resource.
- 3.20 Energetic, enthusiastic and brisk teaching ensures that pupils of all ages thoroughly enjoy their learning and are provided with stimulus and challenge. Teaching is well paced and characterised by clear learning objectives and success criteria identified at the start of lessons. Teachers question pupils skilfully to challenge their thinking. They set a well-planned framework for the pupils to investigate and explore, and encourage them to do so. A significant feature of teaching is the high level of personal attention which helps pupils to fulfil their potential and gain in confidence.

Cross-curricular links are a strong feature of teaching that gives pupils opportunity to apply their skills and knowledge from multiple perspectives.

- 3.21 Throughout the school, consistent provision of opportunities for pupils to work collaboratively enables them to use peer discussion to support and develop their understanding and skills. Much of the teaching provides opportunities for pupils to work independently, developing their ability to take more responsibility for their work.
- 3.22 Teaching meets the needs of pupils of different abilities extremely well. Pupils with SEND are supported most effectively in lessons or withdrawn for extra support with specialist teachers. More able pupils are continuously challenged by the high expectations they experience and are given specific activities to extend their learning.
- 3.23 Resources for teaching and learning are plentiful, of high quality and used extremely well to support pupils' learning, to motivate them and maintain their interest. The use of ICT, including computer coding, the use of the internet for research and the use of tablets in particular, are firmly embedded in teaching and enhance pupils' learning. Teachers provide many opportunities for pupils to develop their research and investigative skills and challenge pupils to make decisions and think creatively.
- 3.24 A comprehensive system to assess and track individual pupils' progress and attainment is implemented well. Available assessment data and nationally standardised test results are used to monitor the pupils' progress carefully. External standardised tests for Year 3 upwards and end of topic assessments are used to determine progress. The results of assessments are shared and discussed at staff meetings, so that appropriate interventions are implemented where there is cause for concern. The most effective marking sets targets, informing pupils of what they need to do to improve and encourages pupils to reflect on their work. However, this is not yet fully established across all subjects and year groups. Self-assessment by the pupils is encouraged in many subjects, but is not consistent across the school.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 The personal qualities of the pupils develop exceptionally well and are central to the aims of the school. Pupils are reflective, focused, compassionate and open-minded. They are well mannered, with an infectious enthusiasm for life that is reflected in all that they do. They work together in harmony, developing a sense of responsibility for others and the wider world. They look after and respect each other and greatly appreciate the support they receive for their development and focus.
- 4.3 The pupils' spiritual development is excellent. They demonstrate a high level of self-esteem and confidence in their relationships with each other, the teachers and the wider school community. Pupils value the thoughtful assembly programme, particularly house assemblies, and within the school's supportive environment, they grow in self-belief and self-esteem, reflecting the schools aims. Pupils show strong empathy with non-material aspects of life. They have a keen appreciation of music and art supported by the excellent opportunities afforded them in school. A testimony to this is outstanding creative displays across the school and the wide range of musical opportunities which pupils readily embrace. Pupils often evaluate and reflect upon their own achievements: they are reflective in assemblies, as observed in a junior assembly where the pupils shared written poems about their experiences of visiting the death railway in Thailand.
- 4.4 Pupils' moral development is excellent. They have a keen understanding of right and wrong; a sense which goes beyond a simple notion of rules and is grounded on a sense of mutual and collaborative responsibility. They demonstrate acts of simple, genuine courtesy in an unforced fashion. Pupils are quick to support pupils whose English is not as well developed as their own, both in lessons and at play. The school's expectation of its pupils results in mutual respect. They behave well in class and around the school.
- 4.5 The quality of the pupils' social development is excellent; pupils interact confidently with each other and with adults. Pupils make an exceptional contribution to the life of the school through their roles of responsibility, although such opportunities are less available for younger pupils. The pupils recognise that their school council is a democratic way for their views and aspirations to be aired and considered. They are very aware of the needs of others beyond their school and the whole school actively contributes to those in society who are less fortunate than themselves. Numerous charities and good causes have benefited from the pupils' fundraising activities, many of which are selected by them. Links with worthwhile projects in Tanzania are initiated in Year 9 where pupils visit and voluntarily give their services for the benefit of others in need.
- 4.6 Global diversity activities, as well as links with schools and pupils from other countries, develop a greater understanding and respect for other cultures. The study of Mandarin and Spanish, including visits to cultural venues such as art galleries, museums and heritage centres are reflected and exemplified in the pupils' excellent creative writing and further deepens their understanding of other cultures. Overseas trips, such as those to China, Malaysia, Thailand and Singapore include a cultural exchange and service element. British culture and values such as democracy and freedom of expression and citizenship skills are actively taught through history and the Global Campus.

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

- 4.7 Arrangements for welfare, health and safety are excellent. Staff provide extremely effective support and guidance for all pupils, in line with the kind and caring ethos which pervades the school.
- 4.8 The personal development of pupils is fostered by outstanding support and guidance, in line with the school's aims. Staff liaise closely about the pupils' needs and share relevant information promptly and effectively. Careful records are kept and these are regularly monitored to assess whether emerging patterns can be seen.
- 4.9 Relationships between staff and pupils and amongst pupils themselves are excellent. These are highly valued by the pupils, who speak of their school with pride. Staff know the pupils extremely well and pastoral matters are discussed at a range of weekly staff meetings.
- 4.10 The school has excellent policies and systems to promote good behaviour. The House system works as a scaffold for good behaviour with house assemblies reinforcing the school's philosophy of wanting the children to make a difference throughout the world. High expectations of behaviour are modelled and promoted by staff.
- 4.11 The school encourages pupils to think carefully about their role as global citizens and the impact they can have on society. This provides a highly effective framework in which high standards of behaviour and an atmosphere conducive to learning can prevail. A small minority of pupils who responded to the pre-inspection questionnaire expressed a view that teachers are unfair in the way they give sanctions and rewards. Inspectors found, through interviews and in discussion with pupils, that pupils are rewarded appropriately for their work and good behaviour. Sanctions are similarly appropriate and used in a positive manner to encourage good behaviour and organisation. A small minority of pupils who responded to the questionnaire felt that they were not given the chance to take on posts of responsibility. Inspectors found that although positions for the student council and house captains are voted for in a democratic way, there is currently an inconsistency between year groups regarding extra positions of responsibility for all pupils, with some classes having eco monitors and class monitors, where others do not and responsibilities for younger pupils are limited.
- 4.12 Healthy eating habits are promoted by the school. During the inspection, staff were heard praising children who had healthy snacks. Posters are displayed in the school canteen to support children with their choice of food through a traffic light systems. Pupils make full use of the abundant opportunities to take regular exercise through the wide range of curricular and extra-curricular sporting activities.
- 4.13 The school has a suitable accessibility plan.
- 4.14 The safeguarding and protection and well-being of pupils is given high priority. Safeguarding policies and procedures are secure and effective throughout the school. The school's child protection policy is comprehensive and it is appropriately reviewed by the proprietors. All staff know the child protection procedures and they all receive regular and appropriate training to update their understanding. Those with specific responsibilities are trained to a higher level.
- 4.15 The school has robust measures in place to reduce the risk of all hazards including fire safety. It holds regular fire practices and the relevant equipment is checked at

appropriate intervals. Health and safety are given a high priority, with detailed risk assessments for areas of the school and school activities. Arrangements for health and safety are extremely well managed by the health and safety coordinator in liaison with representatives from the Nord Anglia Group; regular detailed audits take place and communication is excellent at all levels. The school has excellent arrangements for any pupils who are ill or injured. It gives careful attention to any pupils who have particular needs.

- 4.16 The admission and attendance registers are completed and correctly archived as required.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 The governing body, Nord Anglia Education, play a significant part in the life of the school. They are strongly committed to the school, its pupils and staff and to its continuing development. The school is extremely well supported by the whole board but has specific representatives responsible for particular aspects of school life. The board benefits from regular training in areas such as safeguarding, together with frequent updates on aspects of education, often provided by the head. They are meticulous in their overview of the school and regular visits from members of the board ensure that both policies and the implementation of them are robustly reviewed.
- 5.3 The governors are fully aware of their responsibilities and determined, through financial planning, to ensure that the school's accommodation and human and material resources are of a high quality to meet pupils' educational needs. They fulfil their obligations for monitoring both health and safety and child protection and all other areas, including health and safety. They recognise their responsibility for the school's compliance with regulatory and legal requirements.
- 5.4 As well as their regular visits, governors are provided with regular reports on educational matters, and this enables them to monitor the school's life and work effectively. They have clear insight into the working of the school and are regularly involved in school life. Relationships between governors and staff are excellent and they provide the school leaders with much appreciated help, advice and, where appropriate, challenge, while recognising senior leaders' operational autonomy.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 The vision and determination of the leadership and the committed and supportive management provide clear educational direction. This results in the high quality of the pupils' education, their enthusiasm for learning, their intellectual curiosity and the excellent standard of their personal development. All are underpinned by the school's aims and values which are fundamental to the daily life of the school.
- 5.7 The structure of leadership and management has been well thought out and works exceptionally well. In the short time since the school opened, the roles of staff at all levels has been clearly defined and are understood by all. The drive and energy of leaders and managers at all levels, inspire both staff and pupils to work hard and achieve excellent results inside and outside the classroom. The roles of curriculum leaders and year group leaders complement each other well and form a network that ensures continuity and consistency throughout the school. Staff are united in a common purpose with clear educational direction provided by the senior leadership team. The school regularly carries out thorough evaluation of its academic and pastoral provision; policies have been clearly written for all aspects of school life. These policies are regularly updated and carefully implemented by staff. Management at all levels meticulously monitors both the delivery of the curriculum and the progress pupils make.



- 5.8 Communication is highly effective and a strength of the school. A well organised meeting structure and informal liaison allow staff to evaluate and discuss their practice as well as to monitor the progress and welfare of their pupils. Monitoring processes are firmly established and pupils' work and teachers' planning are scrutinised by appropriate layers of management to ensure high standards. The pattern of regular meetings for all staff and for middle and senior leaders ensures that ideas are fully discussed and in these ways, all are kept fully informed about school matters, with an appropriate focus on the development and well-being of the pupils. Leaders at all levels are focused on self-evaluation, setting priorities and ensuring that they are achieved: the ambitious whole-school development plan is the result of wide consultation and all staff are committed to its implementation. A system ensures that the many initiatives suggested by staff are strongly encouraged whilst being prioritised. Communication and consultation are purposeful and informative, and enable all staff to make their views known and to contribute to policy and practice.
- 5.9 The school takes care to select and retain high quality staff. All staff are suitably recruited and trained for their roles in meeting the needs of all pupils, particularly in the area of safeguarding and welfare, health and safety. A thorough induction programme is in place to help new teachers adapt easily to the school in their early weeks and covers the necessary areas of policy and implementation.
- 5.10 The school pays careful attention to the development of all staff and a comprehensive professional development system is in place. There is a strong focus on professional learning and staff throughout the school are grouped into professional learning communities, which meet regularly to discuss new initiatives and to decide on the most successful. The resulting 'bring and brag' whole school meetings ensure that ideas are shared across the school. This, together with a successful peer observation programme, which is both formal and informal, allows staff to regularly share best practice and identify areas for both personal and professional development.
- 5.11 Systems for pastoral care and welfare, health and safety are carefully monitored. All appointments of staff and volunteers now follow scrupulously the principles of safer recruitment, and the necessary checks are suitably recorded in the central register and individual files. On occasion, historically, second references have been late. At the time of the inspection, however, all staff had suitable references on file.
- 5.12 The leadership and management are strongly supported by excellent administrative arrangements. In response to the pre-inspection questionnaires, parents felt strongly that the school is well led and managed.

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

- 5.13 The quality of links with parents, carers and guardians is excellent.
- 5.14 The school works very closely with parents and openly welcomes their involvement and presence throughout the school in accordance with its aims. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of almost all aspects of the school. They were particularly pleased with their child's progress in learning English, the promotion of worthwhile attitudes and views and the ease with which they can communicate with the school. Although a small minority of parents said they were not satisfied with the information they received about their child, inspectors found no evidence to support this. Staff are available to parents both at the beginning and end of the day to discuss pupils' progress and any

concerns. Parents are kept well informed of their child's progress through regular reports and consultation evenings. The school website provides a wealth of information for current and prospective parents. All relevant policies and procedures are available including admissions information.

- 5.15 Excellent opportunities are provided for parents to be actively involved in the work and progress of their children throughout the year. Workshops are held to enable parents to learn more about the school and the educational approaches used within the classroom. Parents are welcome to share expertise in lessons and are encouraged to be part of school events throughout the year. The school portal allows parents to access specific information for their child, including videos and photographs from lessons throughout the week.
- 5.16 A very motivated Parent and Teacher Association meets regularly with the leadership team to support the organisation and coordination of school and charity events. Parent representatives support new families and arrange social events for both parents and teachers. The school also has an established parent advisory board which plays a key role as a sounding board in the decision making of the school.
- 5.17 The school has an appropriate procedure in place for handling complaints and parents particularly praised the open-door policy that runs throughout the school and the availability and readiness of the staff and the leadership team to meet them. Regular parent information sessions are offered to parents who would like to meet with the leadership team and learn more about the school.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior members of staff and with a representative from the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

### Inspectors

|                   |   |
|-------------------|---|
| Mrs Linda Donowho | Reporting inspector                               |
| Mr Ian Adams      | Team Inspector (Head, IAPS school)                |
| Mr Umesh Raja     | Team Inspector (Head, ISA school)                 |
| Mr Paul Kurtz     | Team Inspector (Deputy Head, COBIS school Prague) |
| Mrs Naomi Fowke   | Team Inspector (Former Head, ISA school)          |