



**British School
Overseas**
Inspected by Penta International

Inspection report

British International School

**Ho Chi Minh City
Vietnam**

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1. Purpose and scope of the inspection

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

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

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's ownership 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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching and care for students and students' achievements.

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

During the inspection visit, more than 100 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, parents and groups of students. Two and a half school days were monitored.

The lead inspector was Dr Mark Evans. The team members were Elaine Brennan, Jacquie Dawes, Alastair Downs, Karen Hanratty, Justin Harris and Nicola Singleton.

2. Compliance with regulatory requirements

The British International School (BIS), Ho Chi Minh City, meets or exceeds all the standards for British Schools Overseas.

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3. Overall effectiveness of the school

BIS is an outstanding school in all categories: since the last inspection, it has improved further, from an already very high standard. The quality of learning, teaching and assessment is excellent. The personal development of the students is outstanding. Leadership and management are highly effective. The students, parents and staff are strongly supportive of the school, especially the progress it is making to become even better.

3.1 What the school does well

There are many strengths at BIS.

- The students' attitude to their learning and their personal development are exemplary;
- The rapport between teachers and students, and amongst the students themselves is outstanding;
- Parents are very positive about the school and support it strongly;
- Most teaching is excellent, with a clear emphasis given to independent learning, research skills and critical thinking;
- The high quality of support provided by the teaching assistants is a major strength of the school;
- Provision for those students who have special educational needs and for those who speak English as an Additional Language (EAL), is outstanding;
- The attitude to learning from the students and the high-quality teaching lead to excellent attainment;
- 100% of students achieved 5 or more A*-C grades, significantly above UK national levels (at 69%);
- Nearly 70% of all grades awarded were A* or A, with 100% A*-A pass rates for biology, information and communication technology and music, again much higher than UK averages (at 21%);
- International Baccalaureate Diploma examinations results also underline the excellent achievements of the students: 98.6% achieved the IB Diploma, with an average score of 36.4 points, significantly above the world average;
- The mission statement of the school (known as the *aide memoire*), is embedded in much that goes on in the classroom, especially in the primary years;
- The community outreach programme is exemplary, and has a significant impact on the personal development of the students;
- Effective working relationships between staff and students ensures for a happy and productive learning environment; further supported with

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a high visibility and presence of the senior leadership team (SLT) around school;

- There is a very broad range of opportunities for students to engage in extracurricular and other related activities;
- The support provided to the teachers and students by the BIS administrative team is excellent.

3.2 Points for improvement

While not required by regulations, the school should consider the following points for further development:

- Raise expectations of teaching even higher, to meet the BIS excellence criteria in even more lessons.
- Refresh the mission statement and core values, working towards complete and up-to-date alignment;
- Review and revise the school development plan, to underpin and revitalise the strategic direction of the school.

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4. The context of the school

Full name of school/college	British International School, Ho Chi Minh City				
Address	225 Nguyen Van Huong, Thao Dien, District 2, HCMC, Vietnam				
Telephone number	+84 28 3744 2335				
Fax number	+84 28 3744 2334				
Website	www.bisvietnam.com				
Email address	Anthony.Rowlands@bisvietnam.com				
Head	Anthony Rowlands				
Chairman of Board of Governors	Nord Anglia Education Shaun Williams – Regional Managing Director, South East Asia				
Age range	2 – 18 years				
Total number of students	2,164	<i>Boys</i>	1,098	<i>Girls</i>	1,066
Number of Students	<i>Total</i> 2,164	<i>Boys</i> 1,098	<i>Girls</i> 1,066		
Student Numbers by Age	<i>0-2 Years</i> 37	<i>3-5 Years</i> 339	<i>6-11 Years</i> 945		
	<i>12-16 Years</i> 692	<i>17-18 Years</i> 147	<i>18+ Years</i> 4		
Total number of part-time students	41				

The British International School (BIS) is a selective, independent, co-educational day school. It provides a British-style education for international students aged between 2 and 18 years old from more than 50 countries. Prospective students must demonstrate that they have the ability, skills and knowledge to access the curriculum successfully. English is the language of communication throughout the school, and in lessons. Consequently, prospective students must demonstrate that they are sufficiently fluent in English to be able to communicate effectively. Nevertheless, the school does provide some help for children who may initially need support with their English. The

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school admits children with minor specific learning difficulties and provides support at no additional cost.

The school started in August 1997 as a pre-school called 'Tiny Tots'. A second pre-school called 'Fundino' and the original villa was extended in 2000 to accommodate an additional 10 primary classrooms, bringing the total school roll at that time to 300. In 2002, a new primary campus was built in the residential An Phu (AP) area of the city and enrolment jumped to 600. In August 2005, a purpose-built secondary campus was opened on land close to the new primary campus in An Phu. The number of students on roll had then risen to almost 1,000.

In 2007, another new primary school was built on Tu Xuong (TX) Street in District 3 of the city, combining the first two pre-school campuses into one new school. The school roll was then 1,350 children aged 2 – 18. In August 2008, an extension to the An Phu primary campus was opened followed by an extension to the secondary campus in August 2010.

Earlier this year, the primary school at TX moved and merged into the AP primary campus, including a brand new Early Year and Foundation Stage (EYFS)/Key Stage 1 building a few minutes walk down the road. There are now more than 2,000 students in the school.

Since 2016, BIS has been part of Nord Anglia Education.

4.1 British nature of the school

BIS has a strong British flavour and ethos:

- The school is organised in a typically British way, both academically and pastorally.
- The BIS curriculum for Early Years and Foundation Stage (EYFS) and for Key Stages (KS) 1-5 is strongly based on the English National Curriculum, adapted to the local Vietnamese context.
- The school provides a wide range of educational visits, after-school activities as well as musical and drama events, typical of good independent schools in the UK.
- Management and administration terminology used in school is British.
- More than 90% of teachers are British qualified and trained.
- Teachers' continuous professional development is based on UK developments, and is often run by trainers flown from Britain: several members of staff have just completed or are currently undertaking a MEd through King's College London.
- School resources are largely sourced from the UK.
- The BIS house system and school uniforms mirror those seen in the UK independent sector.
- Many students transfer to similar British schools if they leave the school whilst still of school age: 17% of students transfer to UK Universities after graduating from BIS.
- The school maintains strong links with the British embassy and consulate in Vietnam: the principal attends regular events at the Consulate.

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- The school also maintains good links with the British Business Group in Vietnam – the school marketing manager is a recent member of the executive committee.
- British culture is recognised in a variety of ways – the annual Poppy Appeal, a traditional red phone box on one site, an annual carol concert, a Christmas bazaar, the Spring Fete, pantomimes, and the option of traditional British food in the school canteens.
- Communications from the school to families and students are provided in English, as are all school publications, reports, letters and the website.
- Extra-curricular provision, including clubs and school trips, are very important in the life of the school, and in line with British best practice.
- The school is an active member of the Federation of British International Schools in Asia (FOBISIA) – indeed, the school principal is the chair.

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

The quality of education provided at BIS is excellent.

5.1 Curriculum

The curriculum at BIS is excellent.

BIS offers a very broad and well balanced curriculum. It meets the local regulations and the students' needs very well. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum is broad and balanced. It provides opportunities for students to experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The curriculum provided by the school in EYFS and KS1 is outstanding. A curriculum policy is in place, which is backed up by robust schemes of work for all age groups. Long term plans set out the overview for the academic year, divided by half-term. Medium term plans provide greater detail of curriculum content and key learning objectives for units of work or termly or half-termly blocks.

Students in *Fundinotots* and foundation stage classes follow the EYFS programme at age appropriate levels. Students in years 1 and 2 follow the national curriculum for England, with suitable adaptations made for the local context of the school. The school has developed its own age-related expectations (AREs) for years 1 to 9. These are based on national curriculum content but reflect the higher levels of attainment which the majority of students at BIS achieve. Students attainment is measured against the AREs at four broad levels – support, developing, meeting and exceeding. The AREs support transition between year groups and key stages.

Provision for students who are learning English as an additional language or who are experiencing mild difficulties in their learning is excellent. There are comprehensive and graduated programmes of support, including both in class and withdrawal provision. Students' EAL needs are assessed through testing at the point of admission, learning support needs are identified through analysis of ongoing test data. The most able students are given some opportunities for additional extension of their learning; however, their needs are not as well provided for.

Language development is a very specific focus across all age groups. Teachers create language rich environments and plan lessons and activities with a relentless drive to develop all four areas of language, but with a distinct focus on spoken language skills. Talk for Writing

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is in place across all year groups and this is having a very positive impact on children's language acquisition. Teachers and teaching assistants have received extensive training in this programme. There is a robust approach to phonics teaching, based on the Read, Write, Inc. programme. Students are streamed across 2 classes for phonics lessons, with additional support provided by EAL and LS teachers, ensuring students receive targeted phonics teaching. Students' numeracy skills are well developed by a robust curriculum for mathematics.

A thematic approach to most subject areas is adopted across the school; the International Primary Curriculum (IPC) is used in years 1 and 2 as the vehicle for this. Off-site visits are planned to extend students' experiences and knowledge around many of these themes. A range of special days and weeks, for example Earth Day and International Week, and visitors to school provide further in-depth experiences which enhance the curriculum. The taught curriculum is augmented with an extensive range of co-curricular activities (CCAs) for students from F2 on, which allow students to explore their physical, creative or social domains. CCAs run on 5 afternoons for 8 to 12 week blocks every term.

The development of students' personal, social and emotional skills is a significant focus in all age groups. The school's *aide memoire*, which represents the 8 core values and attributes which BIS students should aspire to, forms the basis of this. Through specific foci in lessons and assemblies, students in years 1 and 2 are familiar with the values and attributes on which it is based. In years 1 and 2 the "Zippy's Friends" programme is used to develop students' emotional resilience. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country. Each year group is involved in a community support project. These projects offer links and practical support to local groups, for example, children from Thien Phuoc Foster Home for Children with Disabilities visit the school on a regular weekly basis and children from Y1 engage and play with them in the *Fundinotots* room.

The implementation of the EYFS curriculum caters for the specific needs of students from birth to the age of 5 through the part-time *Fundinotots* programme and full-time provision in FS1, 2 and 3. All classes offer a rich, play-based curriculum which provide rich learning experiences in personal, social, emotional and physical development and communication and language skills. There is a strong emphasis on following the interests and needs of each child and curriculum planning is adapted accordingly. Students are offered learning opportunities indoors and outdoors, depending on the daily air quality for the youngest age-groups. Excellent support for the curriculum is provided by experienced teaching staff and a team of well-trained teaching assistants. Teachers and teaching assistants play alongside students, modelling appropriate language. The *Fundinotots* programme offers a flexible start to school for students and their parents which eases the transition into full-time education.

In the Junior school, the curriculum is outstanding, combining the UK National curriculum with the International Primary Curriculum (IPC) and the local requirements in Vietnam. It is broad and balanced and caters to the needs of the students. The breadth of the curriculum

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is outstanding, providing students with experiences and learning opportunities across a range of subjects. In addition to the core subjects, students benefit from specialist teaching in art, PE, swimming, music, MFL, ICT, Vietnamese culture and 'DREAMS' (Design, Robotics, Engineering, Arts, Mathematics and Science). There is clear planning for all subjects and the school has developed its own bespoke set of AREs for all year groups across every subject area.

Initiatives including 'Talk for Writing' and 'Let's Think in English' have been successfully introduced by the English leaders and this has enhanced the English curriculum for all students, and particularly for EAL learners. There are numerous opportunities built into the curriculum to provide students the opportunity to develop their speaking and listening skills. Those students requiring additional English support are clearly identified and benefit from both in class support and small group withdrawal where appropriate. Learning support is also provided to support students to fully access the curriculum and ensure progress.

The curriculum is enriched wherever possible to engage the students and enable them to develop a greater understanding of the wider world and respect for others. A whole week is dedicated to International Week annually and the recent Earth Day provided students the opportunity to learn more about the world they live in and its challenges. The PSHE provision is outstanding and provides clear progression from the Infant to Junior School as students become older. The PSHE leaders spoke passionately about their role and it is clear that the profile of this subject area and the curriculum quality have been raised since the last inspection.

In addition to the class-based curriculum, students benefit from an outstanding extracurricular and enrichment programme. Extracurricular provision is a real strength of the school, particularly in PE and Music, and students are provided with a wealth of opportunities, both during the school day and before/after school. There are over 140 extracurricular activities for students to participate in, run by staff members and experienced outside providers with whom the school have long standing relationships with. The programme runs daily with some activities also taking place at the weekend and provides opportunities for all students, no matter their ability or interests. Students and parents spoke with enthusiasm about the opportunities provided and parents confirmed that this was one of the schools many strengths.

Regular music and drama performances take place throughout the year and all students are encouraged, and have the opportunity to take part. The excellent Year 4 assembly observed during the inspection confirmed that such opportunities are commonplace and highlighted not only the confidence of students to perform to an audience, but also the breadth of the curriculum studied. Individual music tuition is also available through outside peripatetic teachers.

Outside of school, students represent BIS at sporting and musical events both locally and regionally. There are a range of friendly and competitive fixtures which take place locally and

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through the Saigon International Schools Athletics Conference (SISAC), Federation of British International Schools in Asia (FOBISIA) and Nord Anglia Education (NAE). Students spoke of their pride in representing the school and saw it as a privilege to have the opportunity to train before school from 6am!

All year groups take part in an offsite educational visit once each year to the local area and annual residential trips also take place. Collaborations with Massachusetts University of Technology (MIT) and the Juilliard Performing Arts School provide further opportunities as students become older.

The curriculum BIS offers students in years 7-13 is excellent. Their Secondary curriculum follows the National Curriculum of England for KS3 (years 7-9) and IGCSE (years 10-11). Students complete their secondary schooling in the IB Diploma Programme. Subject range is broad, balanced and entirely appropriate for a school of BIS' calibre.

Curriculum documentation at departmental level is in place and of high quality in terms of scope, depth and provision for all learners. Due consideration is given to transition between school phases. There is a single school ethos despite premises occupying multiple sites. Cohesion between EYFS and the Junior School, and the Junior School and Secondary is well-established. The school is currently developing a more comprehensive curriculum policy that clearly articulates details to stakeholders, especially parents, who reported being unsure about the school's arrangements concerning the teaching of mathematics, for example.

Pathways through the secondary curriculum enable adjustment for differing levels of ability, especially where English and mathematics is concerned. Provision for EAL learners is extensive and facilitates significant progress. Setting in mathematics enables teachers to differentiate the curriculum based on ability with a key feature being fast-tracked completion of IGCSE Mathematics in Y10 for able mathematicians followed by the opportunity to take IGCSE additional mathematics. The IB Diploma curriculum has been broadened to accommodate roll growth and student interest. Students are carefully counselled into options which marry to their strengths and interests as well as their career plans.

A strength of the secondary curriculum offer is the positive emphasis placed on the performing arts, visual arts, computing and design technology etc. The school is particularly well-resourced in these subject areas; lessons are practical, relevant and dynamic. Students and parents highly value learning in what they refer to as 'non-traditional' subjects and regard their inclusion in the curriculum offer as a prominent characteristic of a BIS HCMC education.

Written lesson plans were provided for almost all 48 Secondary lessons observed. These ranged in quality from adequate to extensive in terms of detail. Highly effective use of teaching and learning assistants (TLAs) was most reliably observed when the lesson plan articulated the focus of the TLAs' time in the lesson.

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Core subjects are generously staffed which enables flexible timetabling and small class sizes in mathematics and English. For example, mathematics is set and blocked in Y7, 8 and 9, presenting wonderful potential to tailor lesson planning and delivery to the specific needs of learners. Stretch and challenge is offered within sets, and there is well-established regular systematic review of set placement. Inspectors observed a substantial amount of exam preparation and review in mathematics and English, which is a natural consequence of the timing of the inspection. This demonstrated teachers' subject knowledge and student confidence in their prior learning.

Beyond the academic curriculum, there are numerous ways that students are guided in their awareness of self and others. The bespoke International Life Skills (ILS) programme is full and varied with students serving as major stakeholders in the design and delivery of the programme. The school values an inclusive philosophy and offers multiple ways to best ensure that students feel they belong in and are an integral part of the school.

Enrichment opportunities including links with Julliard, MIT, UNICEF, community outreach, ILS, trips and Week Without Walls, all facilitate student learning. Beyond the formal curriculum, all secondary students are encouraged to participate in a diverse array of co-curricular activities before school, during breaks and after school. Students and parents are keen on these opportunities and feel they are of significant value in their growth, development and well-being.

Students feel well-supported in their subject selection and careers planning. The school promotes the ideology that passion and interest are of equal importance to ability and parental ambition, yet do this gently and appropriately. Careers advice is valued by students. When asked what recommendations parents had for school improvement, they identified the desire to be more involved from Y7 onwards in road-mapping their child's pathway post-BIS HCMC, alongside a request for the school to supplement its excellent provision of information about UK and Canadian universities with those in the USA and Europe. Parents expressed a keen desire for the school to support SAT and/or ACT preparation.

Sixth Form students can articulate ambitious future plans for university and beyond. They have a clear sense of their capability and purpose: academically, socially and morally.

Students over the age of 16 engage in a comprehensive programme of academic, and non-academic activities that enable them to learn, make progress and thrive. A review of tracking data reveals that Secondary students benefit substantially from a BIS education. Results are outstanding and the school can demonstrate that highly able, well-motivated learners all achieve results beyond their natural ability because of the school's curriculum offer and approach, and positive learning culture.

Skills, content and values taught align to those of British society to a significant extent. Parents, students and teachers shared anecdotes of how well-prepared BIS graduates are for

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university and beyond with one parent reporting that ‘there is no better foundation for a successful future than an education at BIS’.

5.2 Teaching and assessment

Teaching and assessment are excellent. The styles of teaching, learning and assessment equip students very well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level.

The quality of teaching and assessment in EYFS and KS1 is excellent; the vast majority of teaching is good or outstanding.

Teaching is well-paced with a good balance between direct teacher input and group activities. Students are led and supported effectively in their learning by both teachers and highly proficient teaching assistants. Students of all ages engage extremely well in their learning, showing high levels of concentration and resilience. Students were frequently observed engrossed for sustained periods of time on one activity, equally for teacher directed or self-initiated tasks. For example, students in Y1 spent a considerable length of time selecting appropriate adjective word cards to put with pictures, such as 'slow' with a tortoise picture, while other students used a marker pen to write their own selection of adjectives on their table. Students engage in discussions well, making sensible contributions and listening respectfully to their peers. They collaborate constructively at an age appropriate level, sharing tasks and paying attention to their peers.

Teachers provide clear explanations and model expected outcomes effectively. This is a particular strength in language development where teachers work with groups of children to create pictorial story plans based on their Talk for Writing conversations. A group of FS2 students were observed creating and then recounting a group story with their teacher – a variation of the Goldilocks tale, with Superman as the main character – using well developed language skills and applying good focus and attention.

Classrooms are language-rich environments and there is an unrelenting focus on students' acquisition of language skills. In EYFS there is a strong focus on the language aspect of all activities. For example, a group of F2 students were absorbed in creating a witches' potion in a cauldron alongside their teacher, who was constantly modelling appropriate language and framing questions for them. In KS1, guided reading lessons systematically develop students' reading skills and teachers and teaching assistants use questioning to develop students' comprehension. Open questions are posed to good effect to develop students' critical thinking skills. Across all subject areas, students' understanding of terminologies used is checked constantly to ensure the deepest possible learning. Students learning English as an additional language are offered three levels of tiered support depending on their level of need, either as in class support or on a withdrawal basis. Learning support is also available on a similar basis for those students who need it. In both EAL and learning support there is a strong emphasis on the development of student's reading skills, seen as the key to making rapid gains in all areas of learning.

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The school's AREs are based on the national curriculum for England, but are aimed at a higher level in recognition of the attainment and aptitude of the student body. Higher ability students are stretched through delivery of day to day lessons, however, the most able are not always adequately challenged. In the best lessons, students are given the opportunity to set their own level of challenge in their learning. For example, students in a Y2 class who were given a practical task of creating fractions with Lego bricks, were asked to take the 'Chilli challenge', choosing a green card (mild - easy), yellow card (medium) or red card (red hot - difficult). Students were able to choose freely, but most were willing to take risks in their learning by opting for the more challenging problems.

Lessons are planned collaboratively by teachers in each year group, ensuring consistency of experience for students and optimising the impact of each teacher's specialism. Lesson plans include specific learning objectives and success criteria based on the school's AREs. In some classes, the WALT is shared with students and written on the top of worksheets or pages in exercise books, however, this is not applied consistently in all classes. When asked, students talk in terms of the activities they are doing rather than the specific knowledge, skills and understanding they are developing through the lesson. Most students are not aware of success criteria for lessons or targets and next steps in learning. In a minority of examples seen, students have the AREs for the subject in their exercise books with their progress through them highlighted. All teachers are secure in relevant subject knowledge, many have an extensive, in-depth knowledge of specific areas. Activities planned are age appropriate, they often involve practical, hands-on tasks to help secure concepts. Technology is used appropriately in lessons. Teachers and students use interactive whiteboards, iPads and other learning technologies confidently.

Classrooms are very well equipped with high quality resources and provide an excellent learning environment. Physical provision for the EYFS in particular is outstanding, with thoughtfully designed and well-equipped classrooms and shared learning areas which enhance students' learning. All students have access to equipment and resources which add to their learning experiences across all curriculum areas. There is an innovative Dreams room (Design, Robotics, Engineering, Art, Mathematics and Science) for ICT where students develop their skills of technology. A Y2 class were observed here coding, utilising 'Dot and Dash' robotic toys and Scratch software on iPads. Working collaboratively in pairs, they were able to successfully design a complex sequence of movements for this robotics tool.

Teachers manage students' behaviour effectively to ensure that the classroom environment remains purposeful and learning focused. Students' respond well to the positive behaviour strategies in place and incidents of poor behaviour or low-level disruption are extremely rare. Students are aware of the 'Outstanding Learning' behaviours, based on the Aide Memoire core values and attributes. They self-regulate well and give reminders to their peers regarding behaviour expectations. Students are encouraged to take responsibility for their own learning and develop independence.

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Teachers have good knowledge of each student, both academically and in terms of personal, social and emotional development. Teachers regularly assess students' knowledge, skills and understanding using a range of formative and summative means. In EYFS students are assessed against the development matters framework. Teachers make ongoing observations of students' progress towards the early learning goals. In years 1 and 2, teacher assessment is backed up with end of unit tests across core curriculum areas. GL assessments in English and mathematics are used to provide summative information at the end of the year, and CEM assessments (PIPS) are used in Y1 (and 3 and 5) to provide cognitive ability tracking. At the end of the school year, assessment data is analysed by the assessment leader, senior leaders, year group leaders, class teachers and the learning support department to inform provision for the following year. Progress and attainment meetings are held termly, most significantly in terms 1 and 3, to monitor cohorts and individual students. Students displaying specific needs are flagged up, progress monitored, and provision priorities set through these meetings.

Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against any students.

The quality of teaching and assessment in the junior school is excellent; the majority of teaching is good or outstanding.

Lessons were well planned and prepared which contributed to the good pace evident in the majority. In many lessons, engaging 'hands on' activities were planned. These activities were used effectively to stimulate and sustain students' interest and enhance their learning. For example, Y6 students completed a collaborative science experiment in groups on the amount of CO₂ produced and Y5 students using coloured sweets to learn a new method as part of their unit on probability.

In the best lessons, teaching is stimulating and dynamic and learning took place with enthusiasm. In all lessons, there were opportunities for collaboration and discussion and this was actively encouraged by the teachers, as was the use of correct language and subject specific vocabulary. Differentiation was not evident in all lessons and some more able students could have been challenged further, a concern also raised by a parent. Students were able to work independently and were confident to do so. Teachers consistently displayed secure subject knowledge.

The best practice observed was when prior learning was reviewed throughout the lesson. Oral feedback, evident in many lessons, supported students to progress. *Seesaw* has been introduced this academic year and is being integrated into the feedback process. This appears to be having a positive impact and is well liked by students, parents and staff members alike. The marking of books is subject to a pilot: the primary school is trialling a new feedback and marking initiative borne out of one of their teaching and learning communities. This trial will measure the impact of different forms of feedback and marking

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against the existing model. It will inform a revised feedback and marking policy that will be rolled out to the rest of primary. The pilot involves 9 classes who are offering more verbal feedback, class feedback and are trialling specific feedback books and forms with their classes.

Assessment and tracking is robust and consistent. Regular assessment takes place throughout the year based on teacher judgement. This is analysed termly to highlight students who are supporting, developing, meeting or exceeding the school's own AREs. Within the classroom, SDME (Support, Developing, Meeting and Exceeding) statements are clearly visible. Annual GL assessments also take place to track attainment and progress year-on-year and provide benchmarking against UK and international schools.

In all lessons, teachers displayed an excellent rapport with their students. Student behaviour was exemplary both in and out of the classroom and high expectations of teachers and teaching assistants supported learning. Positive praise was used effectively. The attributes of the *aide memoire* were reinforced throughout lessons, as were the outstanding learner characteristics which are displayed in classrooms.

Staff members are supported to develop professionally through a performance management programme which includes personal learning pathways such as self-directed study and professional learning communities. Specialist instructors from overseas deliver training in school and there are opportunities for staff members to attend training locally and regionally. Membership of FOBISIA and being part of NAE provide further opportunities for professional development, training and for staff to gain formal qualifications. Through the analysis of the previous year's GL attainment data, each teacher is also required to set student progress targets in Term 1 of each academic year. There is a clear expectation that teachers are expected to take responsibility for their own professional development: two targets are directed to be in line with the school improvement plan. Staff can select up to two additional targets for their own departmental or personal development.

Teaching and assessment in secondary is good with many outstanding features. The significant majority of lessons observed were at least good; a notable number were outstanding. No lessons observed were unsatisfactory. Where outstanding teaching was observed differentiated planning, high expectations and quality student/teacher relationships were prominent characteristics. The quality of science, design technology and psychology lessons, for example, was consistently high, with dynamic, experiential learning with impressive student engagement. It was generally observed that students are highly complicit in their learning; they will sit quietly and focus on the teaching whilst doing what is required of them. They responded to practical, creative learning activities with absolute enthusiasm and evident enjoyment.

Secondary departments manage their own assessment archives. It is anticipated that the school's imminent migration to iSAMs will facilitate the centralising of this data and support middle leaders in better overseeing student performance. Formal school reports are issued

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3 times a year with 2 opportunities for parents to meet with teachers. Reports are comprehensive and parent meetings are appreciated; two parents volunteered that they would welcome more regular intermittent feedback on their child(ren)'s progress. Students conveyed a strong faith in their teacher's ability to support their learning and said that the most valuable form of feedback was dialogue with their teachers to determine 'next steps'. Best practice of written feedback observed via book scrutiny was summary sheets with teacher and student evaluation and teacher commentary provoking reflection/action towards improvement.

Secondary teachers are subject specialists and demonstrated a high level of competence in relevant knowledge, skill and pedagogy. Staffing provision is generous; class sizes observed ranged from 3-22 with higher-dependency learning in EAL and lower set mathematics classes benefitting from a lower teacher:student ratio. Opportunities to stretch and challenge the most able students may be an area for the school to consider and develop further.

The academic and emotional needs of individual students are well met. Students commented on how accessible and supportive their teachers are of their learning needs, be it personalised understanding of workload pressure, tutoring with a specific learning concept or extension work to stretch understanding. Numerous students shared their genuine appreciation, and in many cases, deep respect for their teachers for the extra effort they make to support their learning.

Resources to support curriculum delivery are plentiful, in terms of subject specialist classrooms, technology, textbooks, equipment etc. The school is transforming learning spaces in a modernisation refit, favouring multi-functional, student-friendly spaces that are intended to invite and inspire. Students and staff are deservedly proud of these developments and spaces such as The Curve, Sixth Form Centre and Student Centre are both popular and purposeful.

Student behaviour is quite naturally conducive to learning. Almost without exception, students are focused, attentive and eager to engage. Low level intervention in cases of excitement proved effective. Students are highly complicit in their learning. The student-devised Code of Conduct, 'Be Heard' strategy and various other initiatives to develop student voice have all consciously and effectively developed their understanding of expectations.

5.3 Standards achieved by students

The standards achieved at BIS are excellent, both academically and in other aspects of what they learn. The school has a clear strategy for utilising data to enhance students' performance.

The school is data-rich, with GL assessment used for benchmarking in KS1 and KS2, and CEM data from Y1 up to secondary. User-friendly, well-designed databases ensure effective storage and management of data. The school is confident that teachers know how to read the data and use it to inform teaching and support learning. There was some evidence of this in documentation provided for the most effective lessons. The school has identified Mathematics SL (IBDP) as an area where VA is uncharacteristically low and continue to reflect on the reasons for this. New enrolments into secondary are ability-tested to ensure cohort compatibility.

Standards achieved by students in EYFS and KS1 are outstanding, as a result of good and outstanding teaching, a relentless drive on early language acquisition, excellent resources and facilities, and high levels of personalised care.

Students in the EYFS are assessed on entry and at the start of every year. Data is analysed and support provided by class teachers and teaching assistants for students who are working at lower levels. The vast majority of students make expected or higher than expected progress each year, especially taking into consideration many students low starting points in English language. There is a clear focus on development of the prime areas of learning, that is, personal, social, and emotional development; communication and language; and physical development. By the end of FS3, most students have attained the majority of the early learning goals across all areas of the EYFS.

Good progress is maintained across KS1. External, standardised data at the end of Y2 shows that students are performing at levels which significantly exceed those of their peers in UK settings, as well as those in similar international schools in English and mathematics. Data also shows improvement over time in these areas. In 2018, students achieved an average standardised score of 107 in English and 106 in mathematics. Students make observable gains in learning in lessons. In a Y2 lesson on rhyming words, students were able to find the pattern in the poem, which had been cut up before they were given it, in order to reassemble it in the correct order. Students discussed the rhythms of sections of the poem and worked collaboratively to solve the task. One student said, 'This must be at the end because there is an exclamation mark!'

The standards achieved by students in the junior school are outstanding. As a selective school, the academic standard of students upon entry is high. However, progress is a strength of the school and is consistently high for all students.

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Regular assessment takes place throughout the year based on teacher judgement and termly analysis is completed to highlight students who are supporting, developing, meeting or exceeding the school's own AREs. In academic year 2017/18, the percentage of students meeting or exceeding the AREs in reading was above 70% in all year groups and 85% in Y6. Attainment in mathematics was particularly high with 79% and 81% meeting or 'exceeding' in Y3 and 4 respectively, and 90% of students 'meeting' or 'exceeding' in Y5 and 6. Despite the high level of attainment in Mathematics the school is aware that further improvement could be made and has identified this as an area of focus for academic year 2019/20. Attainment was lowest in writing, with an average 66% meeting or exceeding the AREs across the school.

During the current academic year, attainment in reading, writing and mathematics has increased across all year groups from the end of term 1 to the end of term 2. The exception is writing attainment in Y3 where the percentage of students meeting or exceeding the AREs has remained largely static and is currently significantly lower than the standards in other year groups and the end of Y3 attainment from academic year 2017/18. However, progress of Y3 students in writing to date in academic year 2018/19 is currently 100%.

The percentage of students making expected or better than expected progress in reading, writing and mathematics averaged 100%, 100% and 98% respectively across the school during academic year 2017/18. Progress to date in academic year 2018/19 is similarly high and is currently 98%, 98% and 97% respectively across the three subjects. Progress seen in books and in classrooms supports these figures.

Students in all year groups take annual GL assessments to track attainment and progress year on year and provide benchmarking against UK schools. This data demonstrates that students across the school attain at significantly higher levels than students in UK Schools. Data shows that Year 6 students are performing at a particularly high standard, especially in mathematics where students have attained at significantly higher levels than students in UK Schools. There is no significant disparity between the performance of girls and boys, however girls do outperform boys in English and boys outperform girls in mathematics.

The standards achieved by secondary students are outstanding. IGCSE and IB Diploma outcomes are consistently excellent in comparison with benchmark indicators and against national, international and NAE group averages. For example, 98.6% achieved the Diploma (71/72 students) with an average score of 36.4.

Beyond quantifiable measures of achievement, students are astute, aware and articulate. They have a clear sense of purpose and drive which they attribute to strong family values, good self-awareness and access to high-calibre education. They value the experiences that the school provides for them. Those who have grown up at BIS speak of a school that has nurtured their individual talents and supported them in determining high self-expectation. Others who have joined the school at some point along their secondary school pathway, convey a sense of gratitude and appreciation for the opportunity to have a BIS experience,

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which they recognise as ‘world class’. There is ample evidence in support of students’ preparedness for further study and successful adult lives upon graduation.

6. Standard 2 Spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural development of the students is outstanding: it is a key strength of the school.

The spiritual, moral, social and moral development of the students in EY&I is outstanding. The staff are committed to providing excellent provision and opportunities for all students. Through focussed and specific praise, which is in line with the values laid out in the school's *aide memoire*, the students know the behaviour choices they should be making and are proud of their achievements when they get it right. Students throughout the campus are fully engaged with their learning for extended periods of time. They are able to use the extremely well-resourced facilities to initiate and extend their own learning. In F1, the level of engagement around their topic, "Witches and Potions", was deep and meaningful with some lovely examples of language development. These students were able to think critically about the activities they'd been presented with and chose to enhance their learning, unprompted by the adults and decided to find real snails in the garden, instead of toy ones to put in their potions. The awe and wonder, and the exposure to a higher level of conversation, the students experienced as searched through flowerbeds was substantial.

Through the school's emotional resilience programme, 'Zippy's Friends; Teaching Coping and Social Skills', students in Y1 and Y2 are able to effectively identify emotions and build strategies for dealing with feelings that are sometimes overwhelming for young children. In Y1 during a lesson about feelings that surround loss, such as those experienced when moving home or class and leaving friends behind, students were able to effectively identify the feelings that this could trigger and develop language that could be used to help their friends and themselves deal with similar circumstances. Similarly, whilst speaking to a Y1 and 2 focus group, students were able discuss how Zippy, one of the programme's characters, could help them deal with the emotions that may arise from problems both in and out of school. Emotional resilience is evident as students throughout the campus show kindness, the capacity to share, perseverance and a level of negotiating skills during class activities and playtimes that are advanced for their years.

During an excellent Y1 and Y2 assembly the feeling of jealousy was explored and students were encouraged to celebrate other achievements. During the Star of the Week awards, the school recognised the unique child's strength and awards were presented for a variety of reasons from academic, to pastoral and creativity- being an amazing lead chicken in the Y2 show particularly made me smile! During the Y2 concert every child had a role and all were proud to showcase their achievements.

The school's *aide memoire* is truly embedded in EY&IC and students speak about different characteristics that one might portray constantly all the way from F1 to Y2. Teachers refer constantly to these characteristics in their praise of children and the learning ladders in each class are used effectively, and most often positively, to reinforce the school's high expectations for

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behaviour. A F2 parent felt a strength of the school was the staff's ability to get the students to do the right thing most of the time, even at home. The parent had seen a considerable change in the child since attending the school. Due to robust pastoral care, the behaviour in EY&IC is mostly exemplary and for the new and/or young children, who are still learning self-control and independent behavioural responsibility, you can see the school is extremely effective at positively and quickly modifying behaviour. When asked about how he knows how to behave in school, a Y2 student said, "You know the right choices and it's just the right thing to do."

All staff have high expectations for student's responsibility and independence. Students from F1 upwards are expected to take responsibility for their learning environment. Throughout the campus you can see evidence of the recently celebrated Earth Day. In Foundation Stage there are lovely examples of recycling design and technology models, from small to extremely large designs. A foundation level parent expressed how impressed he was at the impact the lead up to Earth Day and the day itself had on his child. The child not only encouraged parents to re-use and recycle at home but was also picking up rubbish in the street to recycle. During assembly the Y1 Eco warriors presented an award for the best energy conservation class. Part of the Eco-warriors' remit is to monitor classes to ensure they turn off the lights when leaving the class.

The social development within EY&IC is impressive. The vast majority of students collaborate well on all activities and need very little support from staff to do so. They recognise they are part of a collective group. The house system enhances this further and they show a great pride if their house is chosen for anything, even if it is the first to move from the carpet. The students understand the idea of voting and democracy and often are given a voting choice for activity and choices. Y2 students are voted into the key roles of vice president and president of the student council after giving presentations to their classes. Those students are very proud that students can tell them about problems within the school and they can help "sort them out".

Throughout the EY&IC community projects are embedded with each year group taking a different area of focus. A Y1 student was able to explain why it is important to help other people, such as those with physical disabilities and hearing impairments, even when you don't know them, "... because you should respect people even when you don't know them just because it is the right thing to do".

The EY&IC is truly multicultural. Parents consider this a real strength. During Vietnamese Culture lessons, students learn about different aspects of Vietnam: food, legends, traditions and celebrations. In a F3 lesson, it was noticeable that new Vietnamese students that had English as an additional language were taking a lead role and being the experts.

The SMSC development of the students in the junior school is outstanding.

Throughout their time, students develop their understanding through a carefully organised curriculum. In Y3, the recently introduced use of Zippy and Apple, an emotional resilience programme to support students being able to talk about their feelings and emotions, is having a

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particularly positive effect. This was highlighted by a Y3 class talking about loss. The way they discussed their feelings, and the ideas they came up with, reflected mature and respectful ideas.

Students are very well behaved. They are very clear about the high expectations and respond appropriately. There is clear evidence of the mutual respect and genuine care that teachers demonstrate for their students. This is underpinned by high expectations of behaviour and supported by the behaviour chart which all teachers use. The students talked in an informed way about how the chart is used and positive impact it has on their behaviour.

Talk is a priority for the school, particularly evident in their *Talk 4 Write* and *Thinking in English* programmes. The students listen respectfully, often building on the ideas of others in a mature and reflective way.

The International Walkway, range of assemblies, Vietnamese culture lessons and wide range of co-curricular activities all reflect the truly international feel of the school, underpinned by a British style curriculum. The community service focus reflects the school's links with the wider community. The students talked passionately about the range of opportunities available to them and are extremely proud to be students at BIS. This is also reflected by the parents, who spoke enthusiastically about why they chose BIS; their continued confidence in the school, and how happy their children. All the parents talked about the importance of the relationship between staff, parents and students. There is a clear trust in the school and feel they had a problem it would "always be sorted" The teachers are described as "super approachable and accommodating" and this has a positive impact on the lives of the families.

The students are highly engaged learners and are very proud to be BIS students, they talk passionately about what they like about the school. All the students spoken to unanimously agreed that they felt safe in the school and knew if they had a problem, where they would go to for help.

Parents feel they are kept well informed through a variety of channels. The recent introduction of *Seesaw* has been enthusiastically received by the students and parents. The students talked passionately about the impact they feel it is having on their learning and liked the fact that they were able to share their work with their parents but felt secure that the teachers monitored the content. This is also having an impact on teaching in the classroom, an example of this was seen in a Y3 mathematics lessons where the examples of reflective symmetry that the students had uploaded overnight were shared with the rest of the class to check whether they were correct.

Opportunities for student leadership and student voice are an important focus for the school. The students take their positions of responsibility seriously and feel they are having a genuine impact on the school. The weekly meeting of the executive council and the junior head is seen as very valuable and the students were very pleased with the improvements to the playground equipment based on their suggestions.

There is a focus on the international dimension to the curriculum through the adaptation of the IPC. The impact of this is evident in the IPC lessons as well as teachers and students making

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connections across their learning. This term, the Y6 work culminated in the students going to the Secondary theatre and where each class represented a biome and explained the problems encountered and offered possible solutions. Furthermore, the opportunities for special days such as the recent Earth Day and their pledges highlight the global aspect of the school.

The centrality of the *aide memoire* is clearly evident. The focus on a specific area informs teaching as well as assemblies: the focus on an area like ‘integrity’, has impact and is part of the “everyday vocabulary” of the school.

The SMSC of the secondary students is outstanding and is a key strength of the school. They are polite, respectful, articulate and excellent ambassadors of the school.

Their attitudes to learning are extremely positive and they recognise and appreciate the opportunities that are made available to them by the school. Students utilise their time well and make use of the learning spaces available to them in their own time. The Curve is very popular.

The students are self-confident and exhibit mature attitudes. Students develop an awareness and understanding of social, moral, spiritual and cultural aspects through a combination of assemblies, tutor time, ILS program, extracurricular activities, and through the formal and informal curriculum as they move through the school.

Service learning is particularly strong. The “week without walls” program provides wonderful opportunities for the students. There is a rich and diverse range of opportunities available. The students are fully engaged in a range of community-based projects both through school and independently.

Special days in school are encouraged and the recent Earth Day was a great success. “Shoestring Science” has also provided opportunities for the campuses to link up.

The school *aide memoire* and *learning skills lotus* provide guidance and direction to the students and their actions. A strong commendation system underpins this.

The house system has a positive impact and is celebrated with the house trophy each year.

Student voice has an impact on many aspects of school life. Leadership opportunities are numerous and students are keen to get involved and make a difference. The transition team, a student-led support service initiative for new pupils at the start and through the year, is proving to be very popular.

7. Standard 3

The welfare, health and safety of the students

The welfare, health and safety of students through the school are excellent.

The school has invested considerable time and effort to ensure it has all the appropriate policies in place to support the students' welfare, health and safety. Safeguarding at the school is a considerable strength and a robust procedure for safeguarding checks for all permanent staff, supply staff and external providers ensures all students are safe. The lanyard system together with the parents' sign in/sign out system further enhances this area. Guards are quick to challenge anyone trying to enter or leave without following the correct procedure.

In EY&I, the designated senior leader (DSL) runs a comprehensive log of all safeguarding issues, from the small to the more substantial and detailed. The DSL clearly knows every child in depth and on a very personal level.

The needs, health, safety and wellbeing of all its students are at the heart of all of all the school's actions. A F3 parent felt that the staff were like a second mummy to her child. The same amount of attention and care goes into the wellbeing of parents and staff. This year BIS has appointed a member of the EY&I staff to the position of *Wellbeing Leader* to ensure the wellbeing of staff is a priority. This person in EY&IC and 6 further volunteers from the other two school campuses ensure that teachers have a work life balance through the organisation of different fitness and social related activities. There are plans by the school to grow this further including sending the newly designed wellbeing website out to all new staff members prior to joining the school. Ensuring that all the parents feel part of the community is enhanced by the pre-school facility, *Fundinotots*, which enables parents with babies and toddlers to participate in the school's community. Besides offering an outstanding stimulating learning environment for babies and toddlers, it also allows parents to socialise and support each other. Regular parental workshops are also on offer to enhance a parent's involvement in the community and their child's early development.

Students' individual needs, both personal and academic, are considered and the correct level support put in place to help them flourish. The progress that students make and the behaviour at the school are real strengths.

The transition process from the EY&IC to the Junior campus is comprehensive and well thought through. There are many opportunities including shared visits between campuses, buddy classes and combined assemblies and celebration days.

Fire and lockdown drills are regularly conducted and feedback reports are used to improve subsequent evacuations. The health and safety checks are carried out monthly by the deputy head teacher, senior nurse and campus facility manager ensures keys areas such as the swimming pool and canteen are checked regularly and other areas of the campus checked in sequence over a period of time. They regularly check and update all health and safety procedures in line with best

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current practice. The deputy head teacher has particular and appropriate aspects she wishes to develop further.

The students' medical needs are dealt with efficiently and correctly by an onsite nurse and the senior nurse (who works between all three campuses). The rigorous procedures put in place to inform staff of students who have long term illnesses and allergies are highly effective. The qualified medical team is able to offer first aid training to all staff and parents in both English and Vietnamese. The medical staff work closely with the cleaning staff to ensure the campus and equipment is effectively cleaned where cases of infectious diseases are apparent.

The school carefully monitors the air quality and all staff know the procedures when the level of air quality decreases. Students as young as F1 are able to recognise when the air quality causes a risk and know how to act accordingly.

The procedures in place in the junior school are also highly effective. The recent NAE health and safety visits assist in ensuring that all procedures are in place and provides the school with clear policies and procedures.

There are highly effective pastoral systems in place, including EAL and learning support overviews. The class teachers are the first point of contact and the relationships between staff and students are exemplary. An additional counsellor will enable the school to continue to support students and parents at an appropriate level.

There are comprehensive procedures in place for safeguarding - all staff prior to taking up a position in the school need to undergo a six hour online safeguarding course. In addition, the CRB checks cover the last ten years. Current staff need to undertake safeguarding training every three years.

There are comprehensive procedures in place for risk assessments and the primary school has refined the procedures this year to use Google Sheets and a colour coding system. Prior to residential trips, two visits are undertaken: the first one is by the year leader and the second one by the year leader and the rest of the year group team.

The deputy head has a clear overview of all facility procedures and undertakes monthly site checks with the facilities manager and head nurse. These are in line with Nord Anglia procedures and the school recognises the support this has given them. In addition, there are clear ministry guidelines that are carefully followed with regards the canteen and food preparation.

There are comprehensive policies in place about digital communication for staff and students and these are closely monitored. This includes detailed "How to" information with regarding privacy settings etc. In addition there are parent workshops on digital literacy and supporting parents with their understanding.

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Student welfare is obviously a key strength. There are clear systems in place to support students through the school nurse and there are clear systems in place through the Nursing Handbook. All staff are first aid trained and this takes place in English and Vietnamese.

The welfare, health and safety of students throughout the secondary campus is outstanding. It is a very happy and vibrant learning environment: students are extremely articulate, confident and kind to each other. Regular external health and safety inspections by NAE systematically test the campus systems and processes. Action plans follow and are implemented and monitored.

Site improvements include highly visible refurbishment of central and classroom spaces as well as a new pool filter and air purifiers in DT spaces. Improvements have enhanced physical spaces as well as site safety.

The relationships between staff and students are excellent, the students feel the teachers are fully engaged with them. Parents value this and feel it is a strength of the school. Behaviour is exemplary and students feel at home and comfortable at school. The school complies with local regulatory requirements and NAE in all aspects of health and safety. Safeguarding training is completed by every staff member employed by the school.

Fire drills and lockdown procedures are comprehensive, and evacuation procedures are evident in all rooms. The campus facilities manager is very experienced and promotes thoroughness and rigour. Safety is given an appropriately high priority including internet and well-being procedures. Admission and attendance registers are well maintained.

Students' medical needs are well supported: the school nurse provides on-site care, support and liaises closely with parents on any medical issues. There are thorough processes and procedures in place to support the school community.

Transport safety is given a high priority given the location of the school next to a busy road and children are well supervised as they embark and disembark each day. The security team work hard to ensure this and are rigorous with their monitoring of visitors coming to and from the site.

Educational excursions are thoroughly planned and risk assessed. Students are encouraged to lead healthy lifestyles with plenty of opportunities for active play and sports. The student council initiative to monitor diet and food waste is impressive and is having impact.

There are policies in place regarding anti-bullying, internet safety and safeguarding procedures. Students are very aware of this and use the "Be Heard" program promoted by the student council supports their safety. On the rare occasions that cases arise, the pastoral team and counsellor use a positive restorative model and approach for student support.

The effectiveness of pastoral support is demonstrated through the educational outcomes. The very strong pastoral team reflects on the needs of the students and are continually developing the provision. The team is supported by detailed information management systems which is due to

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change and become even more robust and user friendly. Parents recognise the school as a safe and caring environment and are confident that their child would get help that is required, through the pastoral and counselling teams.

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

Prior to the confirmation of staff appointments, appropriate checks are carried out to confirm their identity, medical fitness, right to work in Vietnam and previous employment history. At least two professional references are taken up, as well as qualifications and personal references. There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role: some staff have further academic or teaching qualifications that enhance school development. Academic staff are almost all UK qualified.

The overwhelming majority of the teaching staff at BIS are British citizens or are British-trained teachers. The school's safer recruitment practices, policies and continuous professional development opportunities are outstanding at all levels of the school's structure. Every member of staff is background checked for identity, medical fitness and references are taken prior to commencing employment. Thorough checks for every member of staff's suitability to work with students are conducted, including police checks. This applies to permanent and temporary hires (including supply teachers). All qualifications for overseas hired staff are notarised. Regular and systematic safeguarding training is provided for all staff in English or Vietnamese and clear whistleblowing policies are in place. Comprehensive HR registers and files are available for all members of staff. All teaching staff are suitably qualified and excellent professional learning opportunities and appraisal systems support outstanding learning for the students. This is evidenced in HR files and the register of internal and external CPL opportunities that are offered throughout the school.

The school uses independent supply staff who undergo a full interview and induction process before they join the school. All supply staff are subject to a process of interview with more than one member of senior staff, a full police check, and online safeguarding training. They are also asked to provide original copies of qualifications and two references prior to commencing employment in school. Copies of these documents are held by the HR team. Each member of the supply team undergoes an induction observation of a range of subjects/year groups in order to familiarise with BIS practices and standards. All reasonable steps are taken to ensure that supply staff identities and backgrounds are checked. The school's safer recruitment practices, policies and continuous professional development opportunities are outstanding at all levels of the school's structure.

Every member of staff is thoroughly checked prior to commencing employment to ensure that they are eligible to work in the host country and for their suitability to work with students through robust checks. All of this information is held in HR files. Furthermore, safer recruitment training was undertaken recently, as part of Level 3 DSL training.

9. *Standard 5* The premises and accommodation

The premises and accommodation are excellent. The secondary and junior campuses have benefitted from extensive building works over recent years to expand site capacity, and are of high quality. The new EY&I building is outstanding.

The facilities provided by BIS HCMC support outstanding educational outcomes, both in terms of academic results and levels of competition achieved by the students. All three campuses have numerous outdoor areas for use in both PE lessons and play. The EYFS/KS1 campus has designated playground equipment for play time use, as well as an enclosed multi-use court for PE use.

For use of all students, the school has access to a large grass field, an AstroTurf field, an enclosed multi-use court which is sheltered from elements, as well as a semi-covered basketball courts. There are also two competition standard 25m heated swimming pools across the secondary and junior campuses, which are not directly exposed to the elements, and so available for use at all stages of the academic year. There is 16m training pool at the EYFS/KS1 campus.

Classrooms are of suitable size; good ventilation and a/c make for a comfortable learning environment in most rooms, though a few can get hot. There is a wide range of specialist classrooms that includes well-equipped science labs, which support learning very well. Elevators service both secondary buildings, and are accessible by students who are mobility impaired.

There are sufficient bathroom facilities for the student and staff population. Across all 3 campuses, there has been an ongoing process of toilet renovation; on the primary campuses, toilet facilities have been completely renovated since the previous BSO visit. On the secondary campus, facilities refurbishment will be completed by August 2019. Considerations such as line of sight for male toilets were taken into account and a suitable number of toilets per corridor have been considered. All toilets are clearly marked to indicate gender, and whether they are student-only or adult-only. There are a suitable number of adult toilet facilities in all areas of the school - it is made clear through signage on doors and information provided to all adults whether visitors or staff, that there is a separation of use between student and adult. Information is given to visitors through visible signage in dual languages.

Toilets are fully plumbed and have adequate cold water for both flushing and hand washing. Those areas set aside for showering have warm and cold water available. Water temperature is set at a level where scalding is not possible.

Entry to and from the school is strictly supervised and there are security guards on site 24 hours a day. Play times and outdoor activities are appropriately supervised and a posted duty rota shows good supervision. Parents or guardians have electronic access cards and must swipe in whenever entering the school in the mornings or afternoons. There is adequate supervision provided both inside the school area as well as outside the school walls. Outside staff ensure good movement of

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traffic in a very congested street area. A waiting area is provided for parents at the end of the day and parents are not permitted into classroom areas before the end of the day. When parents pick up their children from the classroom, it is a quick and orderly transition allowing teachers to keep a strict supervision of the children.

Classrooms across all campuses are constructed to create a conducive environment, including ambient noise pollution reduction. In classrooms and teaching spaces, all three campuses have excellent lighting conditions with consideration given to the type of lighting used. External areas are lit at night for safety. Both large and small fields have night lighting which has been recently upgraded, with the large field having lighting suitable for evening fixtures.

Across the school, drinking water is supplied via new filtration units. These units are tested monthly and water samples taken, with records kept by the campus facilities managers. The units are located on each corridor, as well as easy access for play areas on each campus. All students are expected to have water bottles to access these units, but drinking water is still accessible without these through water spots on each unit. Drinking water units are separate from toilet facilities.

Separate changing rooms are provided in secondary PE, and all students have separate changing rooms for swimming in both primary campuses. These again are clearly signed as student only. Staff have shower facilities on all campuses. Facilities in the school are in line with DfES Advice on Standards for School Premises (2015).

Clinics on all three campuses have been recently refurbished to a fully functional, international standard first response facility. There is adequate bed provision sitting areas and lockable spaces for medicines kept on campus. In close proximity are toilets for both male and female students, and adults.

On each campus there are a number of First Aid wall mounted cases around the campus if needed. There are also 2 AED devices, as well as a spinal board in the swimming pool area and a stair access device located outside each swimming pool.

Clinics in all 3 campuses are staffed by highly trained school nurses. Consistent application of quality standards on all three clinics is overseen by the experienced health supervisor.

There is a rigorous system in place to ensure the facilities, including buildings, playgrounds, fields, swimming pools, storage areas, resource rooms, canteen and classrooms are safe for all. Along with the facility manager, the nursing supervisor and the health and safety officer, senior managers complete monthly audits, and areas of need from these reports are acted upon as soon as possible. These audits lead up to an annual inspection audit from an external agency, in this case a team from Nord Anglia Education, which was completed in March 2019.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided by the school for parents, carers and others is outstanding. A comprehensive range of important information is available on the school web site, blog and through published documentation. The school's mission statement (highlighted by the *aide memoire*) and aims, contact details, curriculum information, key policy document information, relating to admissions, health and safety, bullying and child protection are easily accessible.

The school's web site contains a range of useful information for parents including a comprehensive parent handbook. The application *Seesaw* has recently been introduced as a parent portal to improve communication with parents. EY&I parents could not praise the school more highly and particularly felt that this new method of communication allowed them to know all that was happening within the school. Parents were particularly impressed with how quickly their children developed their communication skills and acquired a love of learning, and that together with the *Seesaw* application, ensured there were meaningful conversations at home about school and learning.

New parents felt their child settled into the EY&I school community quickly and this was assisted by the efficient admissions process which included interviews with key members of staff about their child's needs, discussions about the school's expectations, and receiving e-mails from the future class teacher all prior to their child starting school.

The parents felt that the school had an excellent open-door policy and that they were able to speak to all staff any time they wanted. This was observed as a particular strength when the teacher assistants acted as translators to ensure important messages were passed to key carers. Parents felt that the senior leadership team were particularly accessible which allowed them to chat casually to them at pick-up and drop-off as they were regularly on duty, in the coffee shop and wandering around school. They felt the leadership was highly visible and approachable and this, together with the friendly and caring staff, ensured all parents were fully committed to the home school partnership.

The open days, concerts, celebrations all added to the community feel and Foundation stage parents and students commented how much they enjoyed the school's initiative, SPLAT. The parents appreciated the number of workshops that were available so they could understand how their child learnt at BIS and felt the staff were responsive to requests for additional workshops by parents. Reporting to parents during oral reports and end of year reports were also considered informative by the EY&I parents.

In the EY&I and junior campuses, students have two scheduled PTSCs a year and 3 reports (interim, progress update and end of year). In addition, the supplementary information for parents is highly effective through a range of social media as well as the recently introduced *Seesaw* software: and parent coffee mornings, workshops, weekly learning letters from year groups and coverage of all events posted on the school website and other social media platforms. One parent admitted to

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being somewhat sceptical of the idea, but now they could clearly see the impact and appreciated the closer links with the junior school and their child's learning.

Furthermore, at the end of the day, when parents collect their child from the classroom, there is also a brief chat with the teacher which highlights specific highlights of the day. This adds to the wraparound effect of the school.

The parents commented on the fact that the junior head and deputy are clearly visible and approachable. They spoke strongly that if there was a problem, they knew it would get 'sorted'. Parents were adamant in their praise for a "most professional organisation". They also commented that they feel they are well informed, this is evident from the start of the admissions process and is ongoing through the child's time in the school.

The school website provides information for families and the recently introduced digital parent handbooks on Google Sites, provide clear information about all areas of school life. Information is also given in Vietnamese.

The provision of information provided to the secondary parents, prospective parents and its wider community is also outstanding.

The attention staff and support teams give to parents and prospective parents is highly attentive. There is a wealth of information available from the outset of a school enquiry. From application process to curriculum walkthroughs and fees.

There is a dedicated admissions department who deal with all aspects of admissions and develop strong links from the initial enquiries. School and parents communicate through a variety of formal and informal ways which are efficient and effective. Teachers and senior staff are highly visible and available through the day, which encourages informal communication. Parents welcomed the community feel of the school.

Student planners contain a great deal of information and are annually updated. This is driven by the students who are central to its design. A group of parents interviewed expressed considerable support for the school and particularly the communication.

Key celebratory information is available on the website, social media and on display around the school. Subject materials are shared with parents online through the BIS portal.

Written reports are issued three times a year and provide sufficient detail. Parent meetings happen twice a year. Parents are happy with the information they receive regarding their child's progress.

11. Standard 7

The school's procedure for handling complaints

The BIS procedure for handling complaints meets the BSO standard.

It is effective, transparent and meets local regulatory requirements. The policy and procedure aim to reassure parents and others with an interest in the school that any complaint against the school will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution. The school recognises that a willingness to listen to questions and criticism and to respond positively, can lead to improvement in school practices and provision for students.

The first point of contact for any parent who is dissatisfied with any aspect of school life is the student's class/form teacher. If they cannot resolve the problem, then parents are directed to contact the year leader or another senior member of staff.

If the informal process has been exhausted and no satisfactory solution has been found, the parent will be asked by the member of staff dealing with the complaint whether s/he wishes the complaint to be considered formally at stage one of this procedure.

If the complaint is continued, the parent is invited to put the complaint in writing to the headteacher using a specific form (the formal school complaint form). This is sent to the headteacher within ten school days. If a form is not submitted within the 10 school days, the school assumes that the complaint has been withdrawn

There are 2 formal stages to the complaints procedure. At stage 1, which is referral for further investigation, the complaint will be by the principal or the headteacher, depending on who dealt with it at the informal stage. The complaint is acknowledged within two school days of receipt. An opportunity for the parent to discuss the complaint is offered. A written response is made within five school days of receipt of the complaint. This will include the reasons for the conclusions reached by the principal or headteacher and what action, if any, the school proposes to take to resolve the matter.

If the parent is still dissatisfied, s/he is advised that, in order to progress the complaint further at stage 2, the principal must be notified in writing within five school days. The principal then ensures that the parent is offered the opportunity of taking the complaint to the complaints panel.

Review by a complaints panel is rare, but when the need arises, a panel will consider complaints at this stage. At the hearing, the parent may be accompanied by a companion of her/his choice. A written decision will be sent to the parent and the principal and/or headteacher by the chair of the complaints panel within three school days of the hearing. The decision of the panel is final.

12. Standard 8 Leadership and management of the school

The leadership and management at BIS are outstanding. They are the strengths that continue to underpin the success of the school.

There have been changes to the leadership team since the last inspection, which have only served to improve the school even more. From a very high starting point, the principal has continued the drive and passion for continuous improvement and the highest possible standards. With his three highly effective heads of school and their teams, he has further developed the ethos of trust and understanding of the importance of wellbeing amongst staff and students. The expected 'flourish' in the NAE group of schools has been realised.

The school has a sound school improvement plan, which can now (post-inspection) be developed further. School development priorities are set and regularly reviewed by senior managers, in with middle leaders. The school is committed to 'improving, improving and improving'; it has more than enough capacity and drive to do so.

There are good plans in place already to look at aspects of the school: for example, how best to assess how well the aims are being achieved with regard to the mission statement, and a systematic review of the school's current policies.

The day-to-day running of all three campuses is excellent. This is supported by the leadership team being highly visible around the campuses each day.

The school correctly plans to recruit further staff to support the development of the curriculum in areas such as the DREAM/STEAM/MIT and Juilliard collaborations. After the significant investment in facilities with the construction of the new EY&I campus, and the improvements to the junior and secondary campuses, along with continued outstanding academic outcomes, the leadership recognises the pressure and expectation placed upon them.