



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

**INSPECTION REPORT ON
THE INTERNATIONAL SCHOOL OF MOSCOW**

INDEPENDENT SCHOOLS INSPECTORATE

The International School of Moscow

Full Name of School	The International School of Moscow			
Address	Buildings 5&6 Krylatskya Street 12 Krylatskoe Moscow Russia			
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Email Address	secretary@internationalschool.ru			
Headmaster	Mr Paul Seedhouse			
Chairman of Directors	Mr Stewart Fry			
Age Range	3 to 16			
Total Number of Pupils	559			
Gender of Pupils	Mixed (277 boys; 282 girls)			
Numbers by Age	3-5:	76	11-16:	151
	5-11:	332		
Number of Day Pupils	Total:	559		
Inspection dates	14 Oct 2013 to 17 Oct 2013			

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) (England) Regulations 2010, 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 The International School of Moscow aims to motivate its pupils to explore the extent of their abilities, whilst upholding the values of honesty, integrity and respect for others in a vibrant, happy and secure environment. It seeks to promote good within the local and wider community and to develop and retain high-calibre staff. This is the school's first inspection.
- 1.2 The British Schools' Foundation (BSF) opened the school in 2007. BSF is non-profit making and aims to promote British-style education worldwide. Governance is provided by the BSF board of directors. The current lower campus formed the initial site; the upper campus was acquired in 2010. This now, in addition to classrooms, accommodates the sports hall, gym, drama studio and laboratories, outdoor recreational space and games pitches. In winter, a skating rink is built. Adjacent to the campuses are a municipal velodrome, athletics track, skiing and Olympic water sports facilities, all of which the school uses. The lower campus accommodates Early Years pupils and Years 1 to 3. Years 1 to 3 are called lower primary. Years 4 to 6, the upper primary, and Years 7 to 11, the senior school, use the upper campus for almost all their school hours. Shuttle buses run all day across the short distance between the two sites transporting those pupils and staff needing to move. Since its foundation solely as a Nursery, the International School of Moscow has developed to its current position with Year 11 pupils. Plans are in place to establish Years 12 and 13.
- 1.3 At the time of the inspection 559 pupils were enrolled, including 277 boys and 282 girls. Of the 408 pupils of primary school age, 76 were in the Early Years for children up to the age of five. The school has identified 13 pupils with special educational needs or disabilities (SEND) and they receive learning support. Of the 405 pupils who have English as an additional language (EAL) which represents seven out of every ten pupils, 43 receive specific language support. For many, their level of spoken and written English is above that of their first language.
- 1.4 The ability profile of the school is above the UK national average, with most pupils having ability that is at least above average, and around a fifth having ability that is well above average. Pupils enter the school following a selection test appropriate to their age and maturity. They represent some 40 different nationalities, coming from families within the Russian and international business communities and travel varying distances to school.
- 1.5 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 The school fully meets its aims of providing pupils of all its nationalities with the motivation to explore the extent of their capabilities in a happy, secure environment surrounded by a strong moral framework. Pupils receive an excellent educational experience. They are well-educated and make strong progress from the Early Years through to Year 11. They benefit from an excellent, well-balanced and carefully thought-out curriculum which includes particular support for those with EAL. Those with SEND are beginning to benefit from personalised programmes, but these are new in development; those with special abilities and talents are not yet consistently highly-challenged. Pupils' attitudes to learning are excellent. They are highly articulate and confident and their work is well-organised. The quality of teaching is excellent. Not all marking and assessment reflects the quality of the best in supporting pupils' progress. The school's relative 'youth' means that limited data on pupils' progress and achievement is available, so that effective analyses have yet to be made from which staff may ensure that all pupils' needs are met
- 2.2 Pupils' personal development is excellent. In line with their age and maturity, they have great understanding and appreciation of the surrounding world. Their respect for other cultures is outstanding. They are highly creative and, as they mature, their leadership skills develop strongly. Pupils' personal relationships with peers and adults are sensitive, positive and strongly supportive of one another. Pupils take the many opportunities for responsibility seriously and show good concern for those who do not share their privileged background, understanding different situations through visits, residential trips and charitable fund-raising. Arrangements for welfare, health and safety are excellent and contribute strongly to the school's fine pastoral care arrangements for all its pupils.
- 2.3 Governance is excellent and reflects the BSF board's determination fully to support the school's capital development, its buildings, facilities and resources and its leadership and management in the pupils' all-round interests. It discharges its legal responsibilities, including those for recruitment and safeguarding, with diligence. Leadership and management, as well as links with parents, are excellent. As a result of its thoughtful work, the school's senior leaders, since the school's inception, have been enabled to formulate and put into action strong plans for the school's growth, its all-round education, and pastoral care for its pupils, staff, parents and wider community. In the pre-inspection questionnaire parents expressed overwhelming satisfaction with the school and its provision, especially the educational experience provided and the progress their children made. A number indicated concern over the level of provision for those pupils with SEND and the pupils who were able, gifted and talented (AG&T). Inspectors found that support for pupils with SEND is developing well but challenge for AG&T is not consistent.

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. Ensure that robust programmes specifically and consistently challenge pupils with AG&T and further support those with SEND.
2. Consolidate the uniformity and effectiveness of marking and assessment and incorporate effective analyses of pupil data into staff planning.

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 pupils' achievements and their learning, attitudes and skills is excellent.
- 3.2 Pupils are well educated in accordance with the school's aim to motivate its pupils to explore the extent of their intellectual and physical abilities. Across the school and from the earliest ages, pupils develop speaking and listening skills particularly strongly. Lower primary pupils, for example, can successfully follow instructions, know sounds and apply knowledge to create new words. Pupils write legibly according to their maturity whilst all respond confidently and enthusiastically to the imaginative and creative teaching they receive. This is frequently linked with high quality technological resources. As a result, they develop strong independent thinking skills and show considerable initiative. Particularly effective independent learning was seen in a senior mathematics lesson where pupils rapidly understood the relationship between speed, time and distance by comparing their own speed over 50 metres with that of Usain Bolt.
- 3.3 Pupils' information and communication technology (ICT) skills are strong. They use technological resources with built-in dictionaries to assist those learning English as an additional language, and effective use is made of tablets and lap-tops in the classrooms across the age-ranges on each site. Pupils' creative skills are equally strong, being fostered well through, for example, eye-catching classroom displays of pupils' work and in ICT, where a senior class was observed designing a travel brochure advertising holidays on Lake Garda.
- 3.4 Pupils with SEND and EAL receive strong support, particularly from assistant teachers and, in consequence of this and the diligent attention given to their needs during lessons, achieve well, and normally in line with others in their classes. Pupils in the Early Years have a special focus on numeracy and literacy with careful attention being given to their, often bilingual, home backgrounds. As a result, their comprehension and grasp of the guidance given are excellent and, as a further consequence, their achievements in all aspects of their education are strong.
- 3.5 The school's recent foundation and the relative lack of nearby equivalent schools means that inter-school sporting success is in its infancy. Links are being created with local Russian schools and, increasingly, fixtures in a number of areas, including basketball and soccer, are taking place. The school enters international sporting events arranged by the Council of British International Schools (COBIS) and is gaining success. However, apart from successful individual pupils' achievements, the school has yet to develop a broad history of achievements. Internally, the inter-house events, sporting and non-sporting, generate great enthusiasm and the commonality of the houses across BSF schools is creating excellent loyalty and healthy rivalry. Music and performing arts are strong with high levels of participation. In the local area, the school is building a reputation for excellence in these aspects.
- 3.6 Pupils' achievements in after-school activities (ASAs) are excellent. The wide range of ASAs offered is enthusiastically provided by staff and equally, if not more so, supported by pupils. Sports, including golf, climbing, canoeing, drama, music, artistic, technical and historical 'clubs' extend pupils' skills particularly strongly at all levels in the school and pupils speak with enthusiasm about their involvement. A 'guitar heroes' club for Years 1 to 3 demonstrated enormous interest and keenness to learn and become proficient.

- 3.7 Pupils' attainment cannot be measured in relation to average performance against a fixed English national norm but, on the evidence available, it is judged to be high in relation to English national age-related expectations. Pupils follow a demanding curriculum with high quality work in literacy and mathematical subjects. Pupils' linguistic competence is outstanding. Inspection judgements, including observed performance in lessons in relation to English national targets, confirm this judgement. These conclusions also concur with the school's own assessment based on internally marked standard assessment tests. Although generally not yet at public examination points, a number of pupils have already succeeded in IGCSE examinations and pupils who move to the UK successfully enter independent schools with high standards of entry.
- 3.8 This level of attainment as judged indicates that pupils throughout the school, including the Early Years, make excellent progress in relation to pupils of similar ability. Throughout the primary school, and especially through Years 4 to 6 who are accommodated alongside the senior school on the upper campus, pupils' strong progress is especially well focused so that pupils make transitions to the senior school or elsewhere smoothly and effectively. AG&T pupils, and those with SEND, always progress well. The rapid progress that AG&T pupils make in some lessons is not always evident, particularly in those lessons where they do not receive consistent, strong challenge.
- 3.9 Appropriately qualified staff have been appointed with the specific responsibility to identify the individual needs and support requirements of pupils with SEND. Their tasks include providing wider staff training in the identification of these pupils and creating individual education plans for them at all levels and in all year groups. At the time of the inspection, their work was too recent for its impact to be assessed.
- 3.10 Pupils who have EAL make rapid progress both in spoken and written work. Their excellent progress is a result of the help they receive through extra tuition in English and, in particular, the support of teachers and assistant teachers in lessons in all subjects.
- 3.11 All pupils enjoy their lessons and are eager to learn. They listen with respect and interest to each other and willingly offer and discuss their own ideas and opinions. Across the school, pupils are highly co-operative, and supportive of one another, having positive attitudes to learning. Their behaviour is excellent. In lessons they show perseverance, thus developing and using extremely good subject-appropriate skills. A particularly good example of this occurred in an upper primary science lesson involving the dissection of chicken hearts. Here pupils co-operated carefully, manipulating their instruments well to reveal, and thereby understand, the heart's internal anatomy. Pupils are articulate, forthcoming and thoughtful, confident in themselves and in their school community.

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

- 3.12 The quality of curricular and extra-curricular provision is excellent.
- 3.13 It makes a significant contribution to the pupils' learning and achievement in relation to their age, ability and needs, with clear links to British and international education as well as valuable references to the Russian community's setting, in line with the schools aims. The curriculum is enhanced by especially well-resourced ICT and developing library facilities, with good fiction and non-fiction book resources on both sites, successfully promoting reading. Technologies are consistently and highly effectively used to support pupils' learning across the whole school. The high-grade

extra-curricular programme plays a major role in pupils' development of worthwhile personal qualities. Pupils of all ages take part in a range of educational day trips and, from Year 5 onwards, residential visits, which greatly enhance the curriculum provision throughout the school.

- 3.14 In the Early Years, the curriculum covers the key areas of learning and provides a range of activities to support this appropriately. At this level, pupils enjoy specialist teaching in physical education, Russian and music. The school also schedules regular outdoor learning opportunities for these pupils. This curriculum reflects the core of that in the UK and thereby prepares the pupils well for entry into Year 1.
- 3.15 The primary curriculum is broad, well-balanced and effectively planned, and thereby ensures pupils receive a thorough grounding and experience in creative, academic and practical activities. It includes all the UK National Curriculum subjects and is carefully thought out so that pupils' learning and educational experience develops smoothly throughout each year. The primary curriculum's strong core includes literacy, library skills lessons, numeracy, ICT and personal, social and health education (PSHE). Aspects of citizenship are incorporated appropriately. Good provision is also made for art, design and technology, history and geography. An 'Amazon' topic, for example, gave some upper primary pupils an exciting opportunity to see, smell and touch raw food materials originating from the rainforest. Specialist teaching in music, physical education (PE), ICT, Russian and French significantly strengthens the curriculum's impact. The care with which it has been created allows pupils to apply skills, understanding and knowledge across a wide spectrum of subjects, strengthens their reasoning and investigative skills, and helps drive their progress.
- 3.16 The secondary curriculum is effective in providing a good range of subjects, covering the requisite areas of learning. The curriculum is taught almost exclusively in English, although particularly good teaching is provided in Russian both for beginners and advanced learners across the school. The curriculum's effectiveness is significantly enhanced by the high standard of teaching, students' committed participation and the good use that is made of innovative learning resources. As a result, pupils are very well prepared for either a return to schools in the UK or entry to good schools worldwide. Setting in mathematics and science in the senior school enables staff to target their planning and teaching to provide good challenge generally. A well-chosen range of subjects gives pupils in Years 7, 8 and 9 a suitably broad curriculum experience. The curriculum for Years 10 and 11 is challenging and provides a good core of GCSE subjects covering the key areas of learning, with English and mathematics being mandatory and pupils choosing from a wide range of options to suit their aptitudes and interests. Modern foreign languages are a particular strength and include Spanish in addition to French and Russian.
- 3.17 As they mature, pupils at all levels have increasing opportunities to take part in musical, dramatic and sporting productions and events. These may be within the school, at assemblies or 'whole school' performances, and internal, house, competitions or inter-school games fixtures and those with other international schools.
- 3.18 Throughout the school the curriculum is strongly supported by an extensive range of ASAs, and these form one of the school's especial strengths. Early Years pupils have a good number of these opportunities specifically planned for their age-range including, amongst others, multi-sports, arts and crafts. Attendance is strong and enthusiastic. Primary age pupils enjoy a wide range of sports, arts and media activities, including, in season, the highly popular igloo club. The secondary

curriculum is strengthened by a diverse, extensive and well-supported range of ASAs which include drama, arts and crafts, book and literature, academic and technology clubs. As pupils mature the extra-curricular programme provides an increasing number of varied and outstanding opportunities for them to participate in sporting, musical and other activities at a high level, in events and competitions locally and with other international schools.

- 3.19 In their responses to the pre-inspection questionnaire, a small minority of parents were concerned about the help given to those pupils with SEND or those who are AG&T. Throughout the school effective provision is made for pupils with SEND and especially for the learning needs of those with EAL. In addition to careful matching of tasks to needs in lessons, one-to-one or small group support is given and individual education plans are created where necessary. AG&T pupils receive some challenge but are not yet consistently supported, as subjects, year groups and phases of the school do not have common strategies to identify and determine measurable progress.
- 3.20 The school is developing a leadership programme to enhance pupils' confidence and competence. This is at an early stage and, at the time of the inspection, was enabling Year 9 pupils to exercise significant responsibility and play an important role in supporting younger pupils' learning. It was being initiated through a leadership scheme in PE which involves all the year group's pupils.
- 3.21 Stronger links with the wider community are being forged and these support the pupils' curriculum experience increasingly well. One example includes volunteers from Years 9 to 11 who lead and participate in structured PE sessions for children with severe SEND at the Ronald MacDonald Centre in Krylatskoye. Almost all pupils in Year 10 and 11 take part in the Duke of Edinburgh's International Award which requires 'public service'. The school also links with a local orphanage and raises money to benefit this and several other charities that pupils research as part of a project in Year 5.

3.(c) The contribution of teaching

- 3.22 The quality of teaching is excellent.
- 3.23 It is highly effective in promoting pupils' progress and strongly supports the school's aims of motivating its pupils to explore the extent of their abilities, whilst upholding the values of honesty, integrity and respect. It makes a significant contribution to pupils' achievements and learning.
- 3.24 Teachers' subject knowledge is excellent. They understand pupils' needs particularly well to develop their communication skills extremely effectively. In a senior English lesson pupils were able to identify the features of diary entries and explain the constraints of empathetic writing. Effective, engaging questioning techniques are used consistently by staff.
- 3.25 Teachers have an excellent rapport with their pupils. They know their pupils' abilities, learning styles and personalities well and they plan activities which engage highly effectively the pupils' interests and generally meet their individual needs. A particular feature of the teaching is the complex and often technical language used by teachers and assistant teachers. From the Early Years upwards, they do not limit their use of language simply because the majority of pupils have English as a second language but constantly challenge and motivate pupils, of all abilities, to enhance and develop their language and acquire the skills necessary for study and learning.

- 3.26 The learning support department provides helpful individual education plans for pupils who need additional input; the provision is in its infancy and is developing support for those with a variety of SEND. Assistant teachers play a significant part in the success of the pupils' learning, being deployed effectively and sensitively within the classrooms, especially with regard to those pupils with SEND and EAL.
- 3.27 In many lessons excellent opportunities are provided for investigative tasks which challenge and greatly interest the pupils. These may require individual or collaborative research and are equally strong in stimulating creative thought and writing. In ICT for example, lower primary pupils designed fantasy homes of the future while, in the senior school, pupils imaginatively created advertising campaigns on e-safety. The use of ICT is widespread across the school. Its use is evident in all classrooms and teachers successfully incorporate it into almost all lessons. Other teaching resources are plentiful and of high quality and are used to excellent effect.
- 3.28 All lesson planning is thorough and detailed. This supports teaching well and helps ensure that most lessons are well paced, with the result that pupils retain their focus and interest when working on independent assignments or in pairs or small groups.
- 3.29 The school's marking policy sets clear guidelines throughout the school. It is not always consistently applied; the quality of marking is variable, within and between subjects and year groups. The best examples give pupils' comprehensive information on their attainment with clear evaluation and targets for future improvement but this is not always the case.
- 3.30 The school is developing an effective means of assessing and recording pupils' progress. Assessment data gathered since the school's inception is being utilised increasingly well to provide a framework through which pupils' progress can be monitored more accurately, but this is not yet fully developed. It is intended that this information will be used by staff in their planning to further improve the support given to pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 It fully supports the school's aim to uphold the values of honesty, integrity and respect for others and it does so in the intended vibrant, happy and secure environment.
- 4.3 Pupils' spiritual development is excellent. Pupils are highly confident, self-aware and show significant appreciation of the non-material aspects of life. A senior school assembly reporting on a residential trip to Tanzania highlighted their maturity in such matters. Additionally, and as a result of these and other experiences, pupils have a strong sense of awe and wonder and recognise their responsibility to share their privileged outlook. At all stages of the school, pupils develop appropriate high levels of self-confidence. This, and pupils' strong self-esteem is a consequence of the school's culture of praise and encouragement.
- 4.4 Moral development is extremely strong. From an early age, pupils are able to distinguish between right and wrong very well and demonstrate great respect for good conduct whilst exhibiting high moral values such as respect for fairness and justice. The 'golden rules' which are integral to the lower primary school ensure high standards of behaviour from the youngest ages and this is carried into and through their senior school years. Pupils fully recognise and respect the need for rules and understand them to be for their well-being and safety.
- 4.5 Pupils' social development is of a very high quality. They are courteous to adults and each other from the Early Years onwards. Their manners and behaviour, for example at lunchtime, are outstanding. The youngest pupils' deportment and conversation are of very high quality and this continues throughout their school years. Pupils' understanding of citizenship and its responsibilities develop concurrently as is appropriate to their age and maturity. Roles of responsibility are numerous and are shared by pupils at all stages. These range from classroom tasks in the Early Years to house captaincy and recycling in the senior school. Year 3 pupils, for example, act as play leaders helping the younger children with their games. Pupils empathise well with the world beyond school, actively supporting charitable causes and frequent initiatives to help those less fortunate. At Christmas all pupils participate in the annual 'Giving Tree' event by donating a gift tailored to a specific child at a local orphanage. These are delivered personally by the school's councils' members.
- 4.6 Pupils' cultural development is excellent. Relationships between pupils of different cultures and backgrounds are harmonious. Inter-cultural understanding is especially strong, in part as a result of the many nationalities of the school community. The school uses national variety especially well to underwrite pupils' cultural understanding. This is achieved, for example, by inviting families to participate in lessons and assemblies. Here they represent their own culture and nation's achievements, those of the UK not being side-lined, through the residential programme and the school's international week where different year groups study selected countries or regions from Europe and beyond.

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

- 4.7 Arrangements for welfare, health and safety are excellent.

- 4.8 They make a strong contribution to pupils' personal development. The school provides excellent support and guidance in accordance with the school's aims, and teachers and assistant teachers act as excellent role models. These values are reinforced by PSHE lessons, which are taught throughout the school, and by weekly assemblies which deal with topics of a moral, cultural or spiritual nature.
- 4.9 The school's international community is a particular strength. Through using the community's diversity the school amply fulfils its aims to prepare pupils of all nationalities for adult life in an environment in which they feel secure and happy, and to develop strong relationships based on co-operation and mutual respect. The success of this aspiration gives pupils great support and confidence.
- 4.10 Relationships between staff and pupils, and amongst pupils themselves, are excellent. This is a significant feature of the school and is immediately noticeable to visitors. Pupils recognise that the teachers are available and approachable, always willing and ready to offer advice and support; as pupils put it, 'teachers here go the extra mile'. Respect and support for each other are evident in all areas of school life. Pupils are courteous and polite, and attentive towards those who visit from the wider community. Support staff are important members of the school community and pupils are encouraged to speak to them by name.
- 4.11 Excellent support mechanisms nurture and develop the pupils, who in consequence, feel highly valued. A form-based pastoral care system provides pupils in all sections of the school with individual attention, and this forms an essential element of the caring ethos. In the Early Years, staff ensure that children are well cared for, encouraging and modelling good welfare, health and safety routines. The school councils are both popular and effective. All pupils have access to their council by means of comment boxes. They play an important supportive role, giving pupils' excellent opportunities to voice their concerns.
- 4.12 Teachers have high expectations of pupils, who know and understand what is expected of them. The school's behaviour policy is well established in the school, judged by pupils to be fair and, in consequence, is reflected in their excellent conduct. The school's anti-bullying policy sets out clear procedures which are followed and backed, where required, with appropriate sanctions. Pupils maintain that bullying is rare and that any incidents are dealt with swiftly and effectively. The school's comprehensive record-keeping reveals assiduous attention to this work. Pupils also claim that teachers are fair and treat pupils equally. In their responses to the pre-inspection questionnaire, a small minority of pupils expressed concern regarding the effectiveness of the anti-bullying policy and suggested that staff were inconsistent with rewards and punishments. Inspection evidence, including the school's records of behaviour and sanctions, could not support this contention.
- 4.13 Pupils' achievement and efforts are celebrated in the primary and senior schools during weekly assemblies when merit certificates based on house points are awarded for improvement, consistent effort, achievement or service to the community. These celebrations of achievement strongly support pupils' self-esteem and self-confidence and encourage others to seek similar recognition of success.
- 4.14 Comprehensive and effective structures and procedures for safeguarding, child protection and safe recruitment are operated assiduously. Relevant training to support these arrangements is given to the school's senior management team and each campus has three named child protection officers. Training is given to all other staff at least biennially, and the school ensures it maintains appropriate links with local agencies.

- 4.15 The school's buildings are used creatively and maintained to a high standard by a strong team of staff. Robust systems ensure that health and safety matters are strongly addressed and that all necessary measures to reduce risk from fire and other hazards are taken. Clear fire notices and evacuation notices in the event of a hazard are displayed and practices undertaken as required. Risk assessments are regularly carried out and appropriate training given. The practices and procedures are reviewed regularly and are in line with local laws and regulations. Regular health and safety meetings are held by the senior leadership of the school. Staff are kept informed of all health and safety issues and are expected to do all that is reasonable to ensure that their classrooms are safe. The school readily responds to health and safety concerns and makes every effort to address potential hazards swiftly and effectively.
- 4.16 The school has an appropriate first aid policy and makes excellent provision for pupils who are ill or injured. Full-time nurses on each campus maintain comprehensive records and report regularly to senior leaders. Nurses address instances of injury and illness efficiently and produce thorough records to inform parents about incidents. In addition, a number of staff possess basic first aid training which is regularly updated. Pupils are well aware of the various safety procedures and know what to do should an emergency arise.
- 4.17 Pupils learn about healthy living in a number of subjects and take regular exercise in activities including PE, games and in various ASAs. The high levels of pupil participation together with the high standards achieved in games are major factors in the school's successful promotion of healthy living. A range of healthy options is available at lunch time and a fruit snack is available for Early Years pupils at break times.
- 4.18 The school's admission and attendance registers are properly maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is excellent.
- 5.2 Governance is administered by the BSF board in line with the aims of the school. Members meet regularly, at least termly, and by loose 'rotation' between its schools. Immediate local support is offered by one board member who visits the school at least monthly and is on call for advice and other necessary oversight. Board members hold a range of skills, especially in entrepreneurial finance and are able readily to call upon advisors with other specialist experience should these be necessary.
- 5.3 Since the school's foundation the board has been particularly diligent and effective in monitoring the school's evolution, capital growth and dramatic increase in pupil numbers and, as a result, investing substantially in staff, buildings and resources. Highly effective co-ordination with senior leaders has meant that the school's needs have been anticipated, plans have been created and resultant actions have been carried through with an excellent impact. Financial planning and expenditure on capital projects have been especially effective in the six years since the school's foundation, and further development, principally for the incorporation of Years 12 and 13, is planned.
- 5.4 The board is effective in its understanding of educational standards and developments, providing perceptive challenge without the benefit of specific experience in these areas. Senior leaders' professional advice is sought and used well.
- 5.5 Board members oversee the school's policies well. This gives excellent uniformity in those policies held in common across all BSF schools. Members' insight into the school's local policies and especially its procedures and their outcomes for pupils is less strong, great reliance being placed on senior managers whose work is monitored and who receive regular appraisals. As a result the school operates highly efficiently and effectively so that the pupils receive an excellent educational experience.
- 5.6 Oversight of safeguarding, welfare and health and safety matters for all pupils and employees is diligently carried out. The work of the full board in these areas of responsibility, including reviewing the safeguarding policy and procedures, is effective, and is fully compliant with Russian and, where no conflict exists, UK laws and regulations too.

5.(b) The quality of leadership and management

- 5.7 The quality of leadership and management is excellent.
- 5.8 At all levels of responsibility, the school's leadership and management are highly effective in accordance with the school's aims, and in the discharge of senior leaders' delegated responsibilities, particularly those for policy implementation and the safeguarding of pupils. All staff in the school, teaching and non-teaching, place the highest priority on pupils' personal development and welfare, thereby giving significant support to the example set in this and other respects by senior leaders. They invest considerable time and effort in recruiting, developing and endeavouring to retain high calibre staff whilst also undertaking the training of young teachers.

- 5.9 Senior leaders provide strong educational direction, being particularly sensitive to the school's emerging and strategic needs. Their awareness is underpinned by the knowledge they gain from their daily, visible presence on both sites. They are seen in corridors, dining halls and recreational spaces talking formally and informally with pupils, staff at all levels and parents. This ensures that the leadership's exemplification of the school's aims is recognised and followed so that pupils' benefit exceptionally well.
- 5.10 Targets for pupils and the success with which these are achieved result strongly from the ethos that has been created and the example set. Senior leaders' sensitivity to emerging needs is characterised by the recognition and response to pupils with SEND. Support was budgeted for and provided with alacrity. At the time of the inspection, its beneficial effect for pupils was in its infancy.
- 5.11 Management roles are well developed and defined, and excellent results are achieved in supporting colleagues and developing subjects. As a direct consequence the staff team works hard with singular focus sharing the goal of providing a highly positive and caring learning experience for each pupil. This is underwritten by the strong community spirit amongst pupils and staff.
- 5.12 Senior leaders focus sharply on the school's future and continuous improvement contributing to the clear educational direction which they provide. Careful attention is paid to the development of all staff. Through an efficient, formal staff appraisal and subject reviews, including monitoring teaching and learning and review by their peers, the professional strengths and needs of staff are identified and inform school improvement and development well.
- 5.13 Staff receive appropriately regular training in safeguarding, welfare, health and safety and have high levels of care and concern for the pupils. Leaders carefully monitor systems for pastoral care and welfare, health and safety. All appointments of staff and volunteers follow scrupulously the principles of safer recruitment and the necessary checks are clearly recorded in the central register and individual files. New staff receive comprehensive induction, which includes child protection training and helpful information on living in Russia.

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

- 5.14 The school maintains an excellent relationship with parents.
- 5.15 They are highly satisfied with the education and support provided for their children, which fulfil the school's aims, and with the quality of communication with the school. The pre-inspection questionnaires indicated that parents were particularly positive about the support their children receive and the progress they make, the high standards of behaviour they achieve and the strong sense of community that the school promotes.
- 5.16 Parents have many excellent opportunities to visit the school and be actively involved with the work and progress of their children. 'Meet the teacher' evenings are held at the start of each year. Nursery and Reception teachers hold workshops to introduce their parents to the linguistics programme. Parents in both the lower and upper primary are involved in guided reading, helping out on trips and supporting fund-raising activities. Parents at senior level, in addition, help lead after-school activities.
- 5.17 Full information, including policies and procedures, is posted on the school website for the parents of current and prospective pupils. They may also receive hard

copies. Written reports are generated three times a year and parents' contact evenings take place three times each year for each year group. Reports in all sections of the school are detailed, with particular focus on the pupils' needs at their own developmental stage. Early Years pupils, for example, receive comments on their social and emotional development, whilst higher up the school reports detail achievements, progress and effort in subjects, with targets for improvement a strong feature. The end of year report includes, for each pupil above the Early Years, a helpful, personal evaluation of their year's learning.

- 5.18 The school handles the concerns of parents with great care. Its procedures are available to parents and are followed assiduously.

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 the chairman of the board and another director, 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

Mr Robin Lewis
Miss Penelope Kirk
Mr Derek Llewellyn
Mrs Katie Tyrie
Mr Peter de Voil

Reporting Inspector
Junior Team Inspector (Head, IAPS school)
Junior Team Inspector (Former Deputy Head, COBIS school)
Junior Team Inspector (Former Head, COBIS school)
Senior Team Inspector (Former Head, HMC and COBIS school)