



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
DWIGHT SCHOOL LONDON**

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Dwight School London

Full Name of School	Dwight School London
DfE Number	302/6098
EYFS Number	EY315042
Address	Dwight School London 6 Friern Barnet Lane London N11 3LX
Telephone Number	0208 9200600
Fax Number	0208 3683220
Email Address	office@dwightlondon.org
Headmaster	Mr David Rose
Proprietor	Mr Stephen Spahn
Age Range	2 to 18
Total Number of Pupils	368
Gender of Pupils	Mixed (218 boys; 150 girls)
Numbers by Age	0-2 (EYFS): 1 5-11: 138 3-5 (EYFS): 22 11-18: 207
Number of Day Pupils	Total: 368
Head of EYFS Setting	Mr Matthew Parkin
EYFS Gender	Mixed
Inspection Dates	11 Feb 2014 to 14 Feb 2014

PREFACE

This inspection report follows the ISI schedule, which occupies a period of four continuous days in the school. The previous ISI inspection was in February 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors 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 law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff, with the headmaster as the UK representative of the proprietor and with the chair of the School Consultative Group, 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 regulatory documentation made available by the school.

Inspectors

Mrs Danice Iles	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector
Mr Richard Johnson	Team Inspector (Former Headmaster, IAPS school)
Mr Gareth Lloyd	Team Inspector (Headmaster, HMC school)
Mrs Ruth Mann	Team Inspector (Former Headmistress, ISA school)
Mrs Janis Tait	Team Inspector (Former Head of Juniors, IAPS school)
Mr Kenneth Underhill	Team Inspector (Headmaster, ISA school)
Mrs Gillian Bilbo	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dwight School London is an international day school for boys and girls between the ages of two and eighteen years. Founded in Camden in the 1970s, it later moved to its current home in North London, where it now has three locations and a separate sports field. The Lower School, which includes the Early Years Foundation Stage (EYFS), is a short drive from the two Upper School buildings. The school is owned by a limited liability company, Dwight Schools, which owns a number of international schools around the world, including one other in the UK. The chairman of the company is named as the proprietor. Since the previous inspection, the school has been renamed Dwight School London and the headmaster, as a director of the company, acts as the designated representative of the proprietor, advised by the School Consultative Group made up of parents and staff.
- 1.2 The school is non-denominational and welcomes pupils of all faiths and of none. Its focus is on a global vision, personalised learning and community service. It aims to realise each pupil's potential based on international standards of excellence and each individual's spark of genius. The school offers the full International Baccalaureate (IB) programme from the Primary Years Programme (PYP) in Nursery to Year 6, through the Middle Years Programme (MYP) in Years 7 to 11 to the IB Diploma Programme (IBDP) in the sixth form.
- 1.3 Since the previous inspection, a major refurbishment of the Upper School buildings has been undertaken and two new classrooms are in construction at the Lower School. The EYFS, on the ground floor of one of the Lower School buildings, has its own outdoor play area, and use of the Lower School playground.
- 1.4 The number of pupils on roll is 368: 161 in the Lower School and 207 in the Upper School. There are 23 pupils in the EYFS, 138 in Years 1 to 6, and 148 in Years 7 to 11, and 59 in the sixth form. Five pupils have a statement of special educational needs and 190 pupils have English as an additional language (EAL); 30 receive additional support for their English. The school has identified 54 pupils as having special educational needs and/or disabilities (SEND), and 20 receive learning support from the school for a variety of needs.
- 1.5 Inspection evidence and other available indicators of performance show that the ability profile of the school is above the national average, with a wide spread of abilities represented; most pupils have ability that is in line with or above the national average. A wide diversity of nationalities and ethnic groups is represented. The majority of pupils live within a radius of five miles of the school; they come from both the local and expatriate communities, mostly from business, professional or diplomatic backgrounds.

- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Nursery
Reception	Reception

Lower School

School	NC name
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6

Upper School

School	NC name
M1	Year 7
M2	Year 8
M3	Year 9
M4	Year 10
M5	Year 11
D1	Year 12
D2	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' academic and other achievements is good. Pupils of all abilities and many nationalities are successfully educated. The rich curriculum ensures that not only are literacy and numeracy skills well established, but independent thinking and research and analytical skills are well advanced in each age group. The major emphasis on languages and the encouragement given to creativity in art, drama and music enables good standards of achievement in these subjects. Opportunities abound for extra-curricular activities which take pupils across the world and these together with school-based activities make an excellent contribution to pupils' achievement. Pupils, including those with SEND and EAL who are very well supported, develop a love of learning and make good progress. Good teaching makes an effective contribution to the achievement of the pupils, although at times their work is not marked and suggestions for improvement are not given. Occasionally the more able are not sufficiently challenged. Provision for the education and well-being of children in the EYFS is outstanding, and they make excellent progress.
- 2.2 Pupils have excellent standards of personal development by the time they leave the school. Their confidence, self-awareness and emotional maturity are extremely high. Pupils have a definite sense of right and wrong and develop a strong social, political and economic awareness; their cultural awareness is excellent. The good arrangements for pastoral care result in a friendly, family atmosphere, and excellent relationships between staff and pupils, with high levels of mutual respect evident in all aspects of school life. Some concerns expressed by pupils about lunchtime choices in the cafeteria, and also about consistency in the application of rewards and sanctions were supported by inspection evidence. Arrangements for welfare, health and safety are good, and relevant policies and procedures, such as those for safeguarding and safe recruitment are comprehensive. The care of children in the EYFS is excellent.
- 2.3 The proprietor successfully delegates several aspects of governance to the headmaster, who is one of the school's directors. Significant investment has been made recently in the refurbishment and updating of accommodation in the Upper School and in the provision of new classrooms for the Lower School. With the help of the School Consultative Group and other professional advice and guidance the headmaster ensures the major responsibilities of governance, particularly those related to safeguarding, are fulfilled. Leadership and management, including in the EYFS, are good and give clear overall educational direction, but monitoring at middle management level is limited in scope. The recommendations of the previous inspection have been attended to for the most part, but sharing of good practice in teaching remains inconsistent and development of the Nursery's use of the outdoor play area is not yet complete. Links with parents throughout the school are excellent and most parents are happy with education and support given to their children and the quality of communication with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Extend across the school current peer observation of teaching, in order to disseminate good practice, with particular reference to the more able.
 2. Monitor regularly the application of the school's marking and assessment guidance to the pupils' work.
 3. In the EYFS, ensure the free flow of activities for children in Nursery through further development of access to outdoor learning areas.
 4. Include support staff in the EYFS in the system of professional development review.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The pupils' overall achievement is good.
- 3.2 The pupils are well educated in accordance with the aims of the school. Throughout the school, their literacy and numeracy skills effectively contribute to their achievement and they apply them successfully within the IB programmes. The pupils' independent thinking and reading and research skills are very good and are developed well from an early age, along with their skills in English and modern foreign languages. Good communication skills, particularly the pupils' oral skills, are evident in lively discussions and debates to which pupils contribute effectively and naturally. Pupils listen to other points of view respectfully and analyse and respond to points in discussion thoughtfully and convincingly. The pupils' use of information and communication technology (ICT) is variable in quality with limited breadth or regularity. Creativity in art, drama and music is good overall. All pupils experience success in a variety of physical activities, both in and out of curriculum time, and in the UK and abroad.
- 3.3 The following analysis uses international data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Pupils' examination performance in the IB Diploma has been similar to the worldwide average. Pupils no longer take GCSE examinations and, as yet, insufficient data is available to enable attainment to be measured in relation to worldwide performance in the MYP. On the evidence available from the pupils' performance in lessons, written work and curriculum interviews, the attainment of pupils in the Lower and Upper Schools is judged to be good in relation to national age-related expectations. These levels of attainment indicate that pupils throughout the school make good progress in relation to pupils of similar ability, although judgement of progress can be influenced by the movement of international families. Sixth-form leavers are successful in gaining places to universities in the UK, the US and worldwide. Those pupils who leave after Year 6 are generally successful in their applications to local selective schools. Pupils, including those with SEND and EAL, make good progress in most lessons. The progress of the more able varies with the quality of teaching.
- 3.4 Pupils with EAL are keen to express their views and they speak with fluency. Both they and pupils with SEND achieve very well at all ages in response to valuable and knowledgeable additional support. Pupils identified as more able at times fail to make commensurate progress when tasks are relatively undemanding.
- 3.5 The school's creativity, action and service (CAS) activities, a significant element of the IBDP, foster the achievements of pupils outside the classroom and many individuals gain success. The Upper School choir's joint performance in the Carnegie Hall in New York with pupils from sister schools in New York and Seoul, and the screening of productions by the film group at a prominent London cinema are noteworthy examples.
- 3.6 Pupils are enthusiastic learners; from an early age they have very positive attitudes to their work and enjoy learning independently; classrooms in the Lower School are alive with activity. Throughout the school, pupils learn to co-operate extremely well with one another and are adept at working productively in groups or pairs and during class discussions. Generally, they settle to work quickly and most sustain their focus well. Those following the MYP have very good attitudes to learning and

develop sensible and logical planning skills and independent research skills. Pupils in the sixth form willingly and proficiently research new topics prior to their introduction in class.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum has considerable breadth and successfully fulfils the school's aims to produce pupils who are inquiring, knowledgeable and caring. All the requisite areas of learning are successfully covered and the curriculum is suitable for all ages and abilities. The inter-disciplinary themes and the blend of pupils from all over the world enable the school to achieve its vision to encourage global thinking and citizenship.
- 3.9 The comprehensive curriculum in the Lower School is planned carefully. The curriculum is enriched by themed units of inquiry. Pupils explore topics such as conflict and discovery. Each half term, an extended inquiry project is presented to other pupils, and parents. Pupils become independent in their learning as they research, evaluate and reflect on their work.
- 3.10 The MYP is taught by specialist staff in all subjects. A broad range of subjects is offered including a second modern foreign language and personal, social and health education which encompasses personal ambitions and preparation for the future. The organization of the curriculum encourages pupils to enjoy learning and become lifelong learners with a global perspective. In the Lower School, specialist teaching is used effectively in foreign languages, sport and music, whilst form teachers maintain an overview of key core subject work. In the Upper School, the specialist teaching makes good provision for the needs of most learners.
- 3.11 There is a wide range of subjects available for the IBDP which also includes a course in the theory of knowledge, the compulsory CAS programme and an extended essay. Pupils consider the experience challenging, but also inspirational and rewarding. The programme for each pupil is designed to suit their individual needs helping the school to achieve its aims. Pupils are given support to enable them to access IBDP courses online.
- 3.12 Pupils, in most cases, receive good support and guidance to enable them to progress to the next level of their studies. For those continuing in the IB programme, growing liaison between the Lower and Upper Schools is improving transition from Years 6 to 7. However, this process is not firmly established across all departments. Sixth-form pupils are supported well from an early stage in their studies, with advice about careers, higher education, and university application procedures, in the UK, the US and worldwide.
- 3.13 Provision for pupils with SEND or EAL is excellent. An efficient system to identify those who need support ensures they receive help in class or in specialist teaching. All have personal targets and teachers have strategies to support them. From Year 1, pupils are offered annual holiday courses to support the excellent EAL teaching offered in term time. Parents expressed some criticism of provision for more able pupils. Inspection evidence shows that these pupils are identified through assessment, and receive more challenging work, but not consistently.
- 3.14 Provision for extra-curricular activities is good overall. Varied and interesting opportunities make an important contribution to the achievement of the pupils. An excellent range of trips, both day and residential, enrich the curriculum, and several

give opportunities for community service. The CAS programme offers many opportunities to individuals or groups to use their initiative and organise projects to help others. Residential trips range from a one-night Year 4 visit, to a New York exchange week for Year 6 in the Lower School. In the Upper School, there is a wide range including an outdoor adventure trip for Years 7 and 8, participation in Model United Nations conferences, and a visit to Canada to take part in a leadership course for all schools in the worldwide group for sixth formers, all of which offer excellent opportunities to pupils to understand other cultures. Parents criticised the range of weekly extra-curricular activities. The provision for school-based activities is sound; a reasonable selection of clubs and activities, including an enthusiastic film group and rock band, take place during or after the school day. The school is aware of parents' concerns in these areas.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 Teaching is mostly well planned, and uses a variety of imaginative approaches to achieve objectives which are usually made clear in the lesson. The pupils' individual needs are usually taken into careful consideration, particularly when there is support in class. Pupils are therefore enabled to make good progress and fulfil their potential in most teaching, in line with the school's aims to prepare its pupils with academic rigour. Good examples of co-operative planning throughout the school support the teaching and lead to good learning and achievement. In a small amount of less successful teaching, the more able pupils receive insufficient challenge.
- 3.17 Much teaching fosters effective independent learning skills; pupils are encouraged to formulate a question, and then answer it using their own research. Teachers offer practical suggestions for improvement and set appropriate challenges and lines of inquiry. As a result, pupils become keen and eager learners. Nearly all teaching enables the pupils' confidence and willingness to think creatively. Relationships between pupils and teachers are often excellent; pupils have confidence in their teachers, strive to do their best and respond well to the praise and encouragement given. Older pupils in the Lower School carried out excellent research on a 'Conflict' unit, and presented this to their peers confidently, showing sensitivity and enthusiastic engagement with the subject matter.
- 3.18 In the most successful teaching, clear assessment criteria are used, and pupils are able to measure their achievements against these, ensuring that they make good progress. The marking and assessment of the pupils' work is sometimes good; it sets targets and encourages additional enquiry. Pupils say that they look forward to receiving comments that help them to improve. However, in a minority of teaching in the Lower School, and more frequently in the Upper School, marking does not indicate ways to improve or give specific targets for improvement. The school does not monitor marking sufficiently to ensure that guidance is implemented consistently. The pupils' ability is established early in the Lower School by means of standardised testing, and progress is tracked well year by year so that pupils have clear expectations. Upper School students are assessed internally and their progress is tracked from Year 7 onwards.
- 3.19 Staff are well qualified and have very good subject knowledge. However, some teaching in the Upper School does not apply this subject knowledge effectively enough to ensure sufficient rigour, resulting in an absence of challenge for the pupils.

- 3.20 Resources such as interactive whiteboards and ICT are used very effectively in some teaching, allowing concepts and examples to be clearly illustrated, but such resources are not used to the best advantage consistently. The Lower School library has recently been developed and is managed well; it makes a valuable contribution to learning. Similarly, in the Upper School the library is an extremely important resource centre.
- 3.21 Highly experienced specialist staff provide excellent support for pupils with SEND and EAL. This reflects a good knowledge of the pupils' needs, and is instrumental in achieving the successful outcomes. In the Lower School, form teachers create, implement and assess the success of individual plans. When subject teaching makes good use of the provision for pupils with EAL, which includes information about assessment and subject specific advice on the school intranet, this enables excellent progress.
- 3.22 The school makes good provision for those pupils with statements of special educational needs; each pupil has a carefully considered and monitored individual educational plan, which is available to all staff and is implemented well.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of pupils is excellent.
- 4.2 The pupils demonstrate high degrees of confidence and self-awareness. They are extremely articulate and very competently discuss and consider beliefs and values. The successful fulfilment of school's aim to ignite the spark of genius in every child enhances the pupils' self-esteem. Assemblies provide times for pupils of all faiths, and those of none, to reflect on their own sense of identity and self-worth. Upper School assemblies are delivered by all tutor groups through music, poetry, drama and debate. From the earliest stages of their education, the pupils' successful development of independent thinking and the application of reason elicit an increasing emotional maturity.
- 4.3 The pupils' strong moral awareness is very apparent. They have a discernible sense of right and wrong, and are fully supportive of the school's code of conduct and sanctions policy. They understand that certain rules are necessary for the effective running of the school community. The school engenders amongst its pupils the qualities of integrity, courage, judgement and tolerance of others' viewpoints. Younger pupils in the Upper School discussed issues surrounding racial stereotyping and moral responsibility thoughtfully and fluently. In response to the IB ethos, pupils take evident pride in their concern for others, their commitment to service and effective communication. They are demonstrably aware of global issues, including stewardship of the environment, evident in the Lower School's 'Igloo' and 'Book Swap' projects, and international relationships.
- 4.4 The social development of pupils is good; their behaviour within lessons and around the school generally reflects a highly developed awareness and respect for their peers and for staff. They enjoy contributing to the school community, although they would welcome more opportunities to undertake leadership roles which they consider are limited at present. Current possibilities include membership of the school council in the Lower School, and of the school parliament in the Upper School, appointment as house captains, and participation in community and service projects. The pupil-led initiative, 'Spirit Week', designed to raise spirits in the school and bring enjoyment to the lives of others demonstrated the pupils' willingness to look at the world in a different light. In response to the school's ethos, the pupils also make a significant contribution towards community service and fund-raising for charities, including those for animals and for work in Cambodia and Uganda. The international aspect of the school, and the content and teaching of the curriculum enable pupils to develop an enhanced social, political and economic awareness.
- 4.5 The cultural awareness of the pupils is excellent, supported by the ethnic diversity of the school community. Pupils understand, respect and indeed celebrate faiths and cultures other than their own. The range of backgrounds enlightens and enlivens the school community and pupils of all ages and cultural backgrounds relate well to each other. An excellent dance presentation at a Lower School assembly was typical of cross-curricular links and the pupils' appreciation of international and multi-cultural themes.
- 4.6 Pupils of all ages are friendly and confident. They have an excellent standard of personal development by the time they leave school.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The school's arrangements for pastoral care are good.
- 4.8 The staff provide effective support and guidance for all pupils in accordance with the school's stated aims. Great care is taken to engender a friendly, family atmosphere throughout the school. A very large majority of pupils are confident that they have someone to turn to in the event that they may need help or advice. Staff know all their pupils well; they are considered particularly helpful and approachable by pupils. Pupils are caring and considerate towards each other, and are particularly welcoming towards visitors and new pupils. A very large majority of parents consider that their child is happy at school.
- 4.9 The family style of service in the Lower School gives staff the opportunity, not always taken, to encourage healthy eating at lunchtime. The Upper School offers the same home-cooked menu augmented by a choice of cold food. However, the cafeteria service and limited space precludes close oversight of the pupils' choices. In their questionnaire responses, pupils were critical of aspects of the food provided. Inspection evidence shows a variable standard, and choices for later groups were limited. The school is presently reviewing catering arrangements.
- 4.10 A healthy lifestyle is also promoted through exercise in good physical education (PE) lessons in the Lower School, and through games, PE and health education topic work in the Upper School.
- 4.11 The school deals constructively and promptly with any unacceptable behaviour or concerns about bullying. Careful record-keeping shows that parents are also consulted and involved, and that all possible factors are taken into account. Pupils have confidence that staff will ensure their well-being. A small minority of pupils feel there is a degree of inconsistency in the application of rewards and sanctions. Inspection evidence indicates that sanctions are reasonable and well-considered but are not always applied consistently, but that the pupils' achievements are developed and recognised effectively by the school's award systems.
- 4.12 The school has a well-considered plan to improve access for pupils with SEND.
- 4.13 The views of the pupils are sought through regular meetings of the Lower School council and the Upper School parliament. In their questionnaire responses, a minority of pupils in the Upper School stated that their suggestions are not always acted upon in a positive manner. Inspection evidence indicates that staff listen and respond most of the time in the Lower School, but responses are variable in the Upper School and feedback from the school parliament is limited.

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

- 4.14 The school's arrangements for welfare, health and safety are good.
- 4.15 All necessary safeguarding arrangements and procedures are followed. These have close regard to official guidance and take account of the circumstances within the school. The comprehensive child protection policy is clearly communicated to all staff and volunteers during their induction, and when it is updated. All staff and volunteers receive updated training in safeguarding, and designated safeguarding staff receive the appropriate level of additional training. Recruitment procedures are thorough and the necessary checks are made prior to staff appointment. All recording is meticulous.
- 4.16 The school engages expert specialist consultants to advise and check on fire and health and safety arrangements. All measures to reduce the risk of fire and other hazards are firmly in place. Regular fire drills are held in all parts of the school and these are carefully recorded, and also helpfully annotated in the Upper School. The fire alarm systems are tested weekly and all fire safety documentation is up to date.
- 4.17 The school's comprehensive health and safety policy is reviewed and updated annually and implemented well. Spot checks take place and procedures are carefully considered. Strict rules apply to movement between the Upper School's different sites, which is monitored by accompanying staff. The school promotes a substantial number of off-site school visits and thorough risk assessments are carried out before each visit.
- 4.18 The school's first-aid policy is extremely comprehensive and clear, and applicable to all pupils, staff and visitors. The lead first-aiders provide excellent attention to detail and care for pupils and adults. Suitable facilities are available for pupils who are ill and include a new dedicated first-aid room in the Lower School. All staff are qualified in the latest first-aid procedures, including seven at the higher level.
- 4.19 The admission and attendance registers are properly maintained and are correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The proprietor's appointment of the headmaster, as his representative in the UK enables him to act on the company's behalf. This structure, enhanced by the headmaster's involvement in the day-to-day life of the school and his professional background and experience enables the provision of active and effective oversight of the school on behalf of the company. Strong commitment to the school's aims ensures that the proprietor's overall responsibility for educational standards is fulfilled and that financial planning is securely in place. Substantial expenditure on improvements has been successfully undertaken over recent years and ongoing investment in the staff, resources and accommodation is provided for in the school development plan.
- 5.3 Regular meetings with, and comprehensive termly reports from the headmaster give the proprietor a clear insight into the working of the school and its needs; they provide a basis for effective planning, use of finances to provide for future challenges, growth and improvement, and the necessary support for staff.
- 5.4 Professional advice and guidance are taken to ensure the effective and efficient fulfilment of responsibilities, particularly those for child protection, including an annual review of safeguarding, safe recruitment, and welfare, health and safety. The senior leadership team conduct a thorough assessment of safeguarding policies, procedures and practice which is scrutinised and approved by the proprietor. The formation of an extremely well-qualified advisory committee of parents and senior staff under wise and experienced leadership, the School Consultative Group, has given important assistance to the headmaster. This group carries out many of the duties of a governing body in terms of support and challenge but does not have an executive role or formal authority. It makes a constructive and valuable contribution, such as the updating of policies, as recommended by the previous inspection, and well-informed involvement in the school development plan. Their commitment to the success of the school and sense of purpose is evident.
- 5.5 Regulatory requirements from the previous inspection were immediately and successfully addressed.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of the leadership and management, including links with parents, carers and guardians is good.
- 5.7 The leadership and management of the school, with principals, assistant principals and senior leadership teams in both Lower and Upper Schools supporting the headmaster, are effective in maintaining the ethos of this international school. The leadership teams work hard to ensure that the school meets its aims and that their delegated responsibilities are successfully carried through, in particular those for implementing policies and procedures related to the welfare and safeguarding of pupils.

- 5.8 Management is successful in the overall educational direction of the school, always with the best interests of the pupils at heart. This is reflected in the quality of the pupils' education, leading to the pupils' good progress and success, including of those who require learning support, and their excellent personal development.
- 5.9 Guided by the needs of the pupils, and the demanding and enriching curriculum, senior managers successfully fulfil their responsibilities for development planning. Priorities are successfully identified and substantial improvements have been made over recent years.
- 5.10 The school has continued to develop since the previous inspection. Management roles and responsibilities have been clarified in response to the previous inspection recommendation. Senior managers fulfil their individual roles and responsibilities well. However, the inconsistent application of marking and assessment guidance indicates a lack of effective monitoring by middle managers. The recommendation in the previous report for the creation of a procedure to share good practice in teaching and support professional development has not been implemented in all departments.
- 5.11 Leadership and management are successful in securing well-motivated and, to the greatest extent possible, well-qualified members of staff with experience of international schools; they contribute significantly to ensuring that all pupils reach their individual potential. Particular emphasis is laid on aspects of safeguarding, welfare, health and safety and relevant training. The school has extremely thorough arrangements for checking the suitability of staff, volunteers, supply staff and the proprietor; these checks are recorded meticulously. Opportunities for continuous professional development are sensibly prioritised within budget considerations. The staff performance management or evaluation process has the potential to inform school improvement but the most recent version is not yet sufficiently advanced to be of maximum benefit to strategic planning across the school.
- 5.12 The school has established excellent links with parents. The responses to the pre-inspection questionnaire show extremely high levels of satisfaction with the education and support provided for their children and the quality of communication with the school. The school ensures that parents are well informed about school activities via e-mails, text messages, homework planners and weekly newsletters. Parents of current and prospective pupils are provided with all the required information about the school. Very helpful handbooks contain comprehensive information, including contact details. Parents are invited to attend 'Back to school' days in the Lower School and an International Evening of Cuisine, when parents from all parts of the world contribute, is very popular. In the Upper School, events such as the Year 12 parents' higher education information evening are greatly appreciated.
- 5.13 Both the Lower and Upper Schools have helpful and constructive relationships with parents. Well-structured, appropriate published procedures are in place to help parents if there are concerns or complaints. Problems or concerns are taken seriously and handled promptly by the most appropriate person in accordance with procedures.
- 5.14 Parents have many opportunities to be actively involved in the life of the school through volunteering or becoming a member of the Lower or Upper School parent link groups which consist of representatives from each year. These thriving groups organise social events to which all parents are invited. In the Lower School, parents

may be involved in social events, trips and overseas visits, and as guest speakers. 'Drop in' afternoons are held in the Lower School and coffee mornings throughout the school; staff attend these in the Upper School.

- 5.15 Reports are regular, detailed and informative and there are opportunities to discuss these with form teachers and tutors by attending parent-teacher evenings or making appointments to talk to appropriate staff.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 In meeting the needs of the children who attend, the setting is outstanding. Effective planning of educational programmes ensures that all children reach expected levels of development in the prime and specific areas of learning. The introduction of the Primary Years Programme of the IB together with specialist teaching in music in Nursery and in French, music and PE in Reception, further enriches the curriculum.
- 6.2 High expectations and the principles of the IB underpin the children's learning, fostering a strong spirit of enquiry and encouraging a sense of curiosity about their surroundings. The richly resourced, multi-cultural environment and outstanding support for those with EAL, ensures that all children feel welcome.
- 6.3 The good balance of adult-led and child-initiated activities promotes independent learning; children under three enjoyed experimenting with tweezers to pick up models of bees, matching them with their containers and then counting them. Direct access to their outdoor learning area facilitates free flow of activities for Reception children but it is more limited for Nursery children. The wide range of teaching methods employed, using actions in Nursery, for example, to support the learning of letters and their sounds, ensures that all have opportunities to learn. In a French lesson in Reception, puppets were used to great effect to revise names of family members, giving all children the confidence to practise their language skills. Focused observations and detailed staff knowledge of the children's needs and interests ensure that progress is accurately recorded and used to inform future learning. The provision for children with SEND is well established and provides excellent individual support. Outside agencies are consulted where necessary.
- 6.4 In their overwhelmingly positive responses to the pre-inspection questionnaires and interviews during the inspection, parents expressed their strong support for the setting. They particularly appreciate the opportunities to be involved in the life of the school and the exceptionally high quality of feedback they receive about their children's progress. The parents' contributions to children's portfolios provide an active home-school link.

6.(b) The contribution of the early years provision to children's well-being

- 6.5 The contribution of the setting to children's well-being is outstanding. All children, including those who require additional support, quickly build strong bonds and emotional attachments with their key staff. Staff model expected standards of behaviour, encouraging children to take turns and to care for each other. Older children learn to share, for example, taking turns to complete one of the colours in a rainbow jigsaw. Role-play areas, linked to current topics, provide opportunities for imaginative play.
- 6.6 A good selection of wheeled toys and a climbing frame contribute to development of gross motor skills. The learning programmes celebrate controlled risk-taking. For example, children under three are encouraged to try new foods such as kiwi fruit. Increasing responsibility for looking after themselves fosters children's developing

independence. Younger children pour their own drinks at snack time. Reception children choose their lunch and carry their own plates. However, their choices do not always make up a balanced meal and correct use of cutlery is not consistently taught. Children understand the need for a healthy lifestyle and take responsibility for their personal hygiene.

- 6.7 Shared lessons and activities such as assemblies ensure that children are well-prepared for their transitions and settle quickly into their new surroundings. The gradual change in class management style to a more formal model is a particularly effective way of preparing Reception children for Year 1. Profile results at the end of Reception inform starting points for Year 1.

6.(c) The leadership and management of the early years provision

- 6.8 The leadership and management of the setting is good. Efficient management by experienced practitioners, supported by strong teamwork, ensures the smooth running of the setting on a daily basis. Governance arrangements are effective. Although providers fulfil their responsibility in meeting the learning and development requirements of the EYFS, there is no overarching monitoring and evaluation of its educational programmes and the setting is not fully included in whole-school strategic planning.
- 6.9 Strict adherence to recruitment and safeguarding procedures and robust daily safety checks ensure the children's security at all times and provide a welcoming and stimulating environment for learning.
- 6.10 Participation in local training opportunities provides benchmarks to measure success. Staff informally contribute ideas for continuous improvement. However, these have not always been included in whole-school strategies or translated into an action plan specific to the setting.
- 6.11 There are effective systems for performance review of teaching staff and for their professional development. Effective supervision procedures ensure that teaching assistants have the opportunity to discuss their key children and identify personal training needs. However, these staff are not included in the formal review process.
- 6.12 Exceptionally strong partnerships with parents and consultation with outside agencies ensure that the children's needs are fully met.

6.(d) The overall quality and standards of the early years provision

- 6.13 The overall quality and standards of the setting are outstanding. Children make excellent progress relative to their ability and needs. Regular assessments demonstrate that pupils achieve very well, with most achieving or exceeding the early learning goals by the end of Reception. Children under three quickly gain confidence to join in class activities, quietly watching and then, for example, enjoying accompanying a song with a shaker. Children in Nursery enjoy early mark-making and learning to write their names. Recognition of numbers up to ten is supported by number rhymes and songs, and hand control is effectively developed.
- 6.14 In Reception, children are confident to work with numbers to 20. Independent writing includes use of simple punctuation. A dramatic re-enactment of the story of the three bears prompted the empathetic response to write letters of apology from Goldilocks. Children are encouraged to find their own solutions to problems, for example learning to fold a letter so that it would fit into an envelope.

- 6.15 Children greatly enjoy their learning. In a music lesson, children sang enthusiastically to greet each other in different languages, ensuring that all pupils felt welcome. Across the setting, children confidently use interactive whiteboards to support their learning and competently take photographs and access material using tablet computers.
- 6.16 Effective implementation of welfare policies ensures that children are safe and secure at all times. Since the previous inspection, EYFS policies have been fully implemented and the outside areas have been further developed. Discussions produce suggestions for continuous improvement, for example by the provision of direct access to an outdoor learning area for Nursery and extending out-of-hours provision.

Compliance with statutory requirements for children under three

- 6.17 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.