



**British School
Overseas**
Inspected by Penta International

Inspection report

Anglican International School

~ Elementary & Pre-School Sections ~

Jerusalem, Israel

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Inspection number

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1. Purpose and scope of the inspection

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

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

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

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

During the inspection visit, 23 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, governing body, parents and groups of students. Two and a half school days were monitored.

Lead Inspector was John Cranfield. The other team member was Tamsin Harris.

2. Compliance with regulatory requirements

The Anglican International School, Jerusalem, (Elementary and Pre-School Sections), meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Overall the quality of education provided is satisfactory and much teaching is good. Senior leaders have a clear vision for the future. Students, parents and staff are committed to the school. Most students make good progress as they move through the school. Students are well supported through effective pastoral care and the implementation of robust welfare, health and safety policies and procedures. Provision for spiritual, moral, social and cultural education of students is a strength. The curriculum is broad and balanced; enriched by a range of extra-curricular activities. The board are effective in providing strategic direction and support for the school. They increasingly hold the senior leadership to account.

3.1 What the school does well

There are many strengths. They include:

- 1) The support given by the board to the development of the school is a strength.
- 2) The vision and leadership of the Head of Elementary School, ably supported by the newly appointed Head of Pre-School.
- 3) Middle leaders are cohesive, capable and committed to improving the quality of teaching and learning and to raising student attainment.
- 4) The provision for spiritual, moral, social and cultural education is a strength.
- 5) Students' behaviour is exemplary; they are excellent ambassadors for the school.
- 6) The school effectively nurtures confident and responsible global citizens.
- 7) The effective use of limited space promotes a positive learning environment.
- 8) The school has a strong sense of community.
- 9) Positive relationships between students and all adults ensure they feel secure and happy.
- 10) Administration and premises staff are effective in supporting the smooth running of the school.

3.2 Points for improvement

Among the school's strengths, the following are areas for possible development:

- Further raise individual student attainment by planning and delivering learning activities which challenge all learners.
- Rigorously monitor the impact of recent curriculum initiatives to ensure alignment with the outcomes of the National Curriculum.
- Ensure the increasing amount of reliable data available informs the lesson planning of all teachers and acts as a driver for further raising individual student attainment.

4. The context of the school

Full name of School	Anglican International School Jerusalem		
Address	Rechov Hanevi'im 82		
Telephone Number/s	+927 50 959 887 +972 (0)2 567 7200		
Fax Number	+972 (0) 538 4874		
Website Address	www.aisj.co.il		
Key Email Address/s	contact@aisj.co.il		
Headteacher/Principal	Director: Mrs Rosemary Saunders Head of Elementary: Mrs Lynnette Dreyer Head of Pre-School: Mrs Kami Walters		
Chair of Board of Governors/Proprietor	Dr. Garth Gilmour		
Age Range	2-11 years		
Number of Pupils	Total 162	Boys 76	Girls 86

The Anglican International School of Jerusalem (AISJ) originally started as a Girl's Day School in 1948, housed in the original building of the British Mission Hospital built in 1863. The school is presently owned by the Israel Trust of Anglican Churches and is closely connected to Christ Church in the Old City, the oldest Protestant Church in the Middle East.

Today, the Anglican International School Jerusalem (Elementary and Pre-School Sections), is a co-educational school offering a British style education for students from 2 to 11 years of age. The school has 162 students, 76 boys and 86 girls. Students, teaching staff and parents

represent a range of nationalities and religions. The student body is comprised of 47 different nationalities; 25% local students, Jewish, Arab and Bedouin, with the remainder international students. AISJ is an inclusive, non-selective school. The school follows the local Israeli national holidays and recognises and respects the diverse religious beliefs and practices within the contested city of Jerusalem. As a Christian school, it is not formally recognised by the Israeli Ministry of Education.

The vast majority of teachers are from English speaking countries such as the USA, South Africa or Australia, in addition to the UK. The school is a member of COBIS.

4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British. The school is organised according to the structures used in English schools. Classroom management, displays of work, a three term year and age-related year groups contribute to a British feel of the school. The majority of senior leaders are from the British education system, whilst 44% of the Pre-School and Elementary staff have qualifications and experience gained in the UK.

The staff aim to offer a broad educational experience recreating the UK independent school experience.

The youngest students follow the Early Years Foundation Stage supported by the International Early Years Curriculum. Elementary School students follow the National Curriculum for England (2014) for English and mathematics, supported by the International Primary Curriculum for science and Foundation subjects. Assessments are based on national standards from the UK. School policies are based on British values.

School houses are named after prominent British citizens who have made a significant contribution to British education in Jerusalem. Pre-School and Elementary perform Nativity plays and students participate in Remembrance Day ceremonies, whilst Year 6 students sell poppies to raise money for the Haig Fund charity. Parents perform a pantomime at Christmas.

British practice is evident in approaches to performance management. Resources are UK sourced. All communications from the school to families and pupils are provided in English, translated as required, as are all school publications, reports, letters and the website. The importance of extra-curricular provision including clubs and school trips, are in line with British practice. English is the common language of instruction throughout the school, apart from in Arabic, Hebrew and French language lessons.

Interviewed parents valued the British nature of the curriculum.

5. Standard 1

The quality of education provided by the school

The quality of education provided by AISJ meets the standard for accreditation with aspects of good practice.

5.1 Curriculum

The school has a written curriculum policy, supported by schemes of work which enable students to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The principal language of instruction is English.

The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The curriculum is supported by a range of extra-curricular activities.

The youngest students follow the Early Years Foundation Stage incorporating elements of the International Early Years International Curriculum (IEYC). The curriculum on offer is appropriate to the needs of students in terms of personal, social, emotional and physical development. In addition, there is an appropriate focus on the development of communication and language skills.

Pre-School teachers plan collaboratively using a planning template that allows for a balance of teacher initiated and child initiated learning opportunities across all areas of the EYFS curriculum. In addition, they incorporate appropriate content from the IEYC.

The curriculum has undergone change in recent years, including the introduction of the International Primary Curriculum as well as incorporating the work of Val Sabin and iMoves to enhance provision for physical education and dance. French, Arabic and Hebrew languages are taught from Years 1 to 6. Joint planning across Elementary and within the languages ensures alignment of content and increased consistency of delivery. The school has identified the need to improve its present provision for IT as a learning tool for students. Staff training has been scheduled for Summer 2018.

The school ensures that the planning and delivery of personal, social, health and economic education reflects the school's aims and ethos, is relevant to the ages and needs of students in all key stages and encourages respect for human differences. In addition, the school has implemented the social and emotional aspects of learning (SEAL) programme from the UK.

British values including the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, no faith, and a range of beliefs are implicit in the life of the school. The school works hard to ensure students study in an environment free from prejudice underpinned by a strong moral code.

The school has an inclusive entry policy and thus caters for a wide range of abilities. There is no formalized testing or interview process prior to entry to the school. Once students are admitted, they are assessed by the class teachers and inclusion team. Students identified with a special educational need or requiring language support are referred to the Head of Inclusion. AISJ has a strong Inclusion Department that provides 1:1 support, small group tuition, in class or out of class support as appropriate.

The curriculum is enhanced by the provision of a range of after school clubs including musical theatre, martial arts, dance and football. Students are provided with a range of opportunities to learn and make progress. A range of curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Students are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and assessment

Teaching and assessment meet the standard required with aspects of good or better.

Teaching enables students to acquire new knowledge, and make progress at least according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Most teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Most teachers show a good understanding of the aptitudes, cultural background, the needs of EAL learners, and the prior attainments of the pupils. They generally ensure these are taken into account in the planning of lessons. Class time is generally managed wisely. Overall, teachers demonstrate good knowledge and understanding of the subject matter.

Teachers work hard to make pre-school a bright welcoming environment. Elementary and Pre-School students clearly enjoy being at school and learning in lessons. There is an appropriate balance between adult and student initiated activities. Teachers and support staff work effectively as a team. They embrace the challenges of working with most students who enter the setting with little or no spoken English. As a result of careful planning and positive relationships, these students make rapid progress in their spoken English. Moreover, their reading skills are effectively developed through the systematic teaching of phonics that enables students to match and learn letters and sounds. Students develop excellent attitudes to learning.

Across the Elementary section, the quality of teaching ranges from satisfactory to outstanding. In the most effective lessons, the success criteria and learning activities are sufficiently differentiated to provide challenge for different groups of students. At the end, or during the lesson, learning objectives and success criteria are revisited to enable students to reflect on what they have understood and what they still need to do to achieve mastery.

In addition, the feedback informs the planning of the next lesson. In a particularly effective Year 6 English lesson, groups of students were asked to use digital cameras outside the classroom to create their 'mood' picture. Students were highly motivated and the resulting discussions clearly enhanced their learning. Interviewed students commented that they enjoy lessons most when they have opportunities for discussion, collaboration and investigation. In less effective lessons the rate of progress depended more on the intrinsic motivation of the students rather than the quality of teaching. Whilst most books are regularly marked and the quality of work acknowledged, this is not consistent across the school. The use of 'what next' steps to support and enhance students' progress is under-developed.

Classroom resources are of a good quality, quantity and range. Every classroom is

equipped with an interactive white board. Resources are generally used effectively. Provision for the use of IT as a learning tool for students is under developed. The behaviour management strategies in place throughout the school ensure that nearly all students remain on task and focused during the lessons, thus maximising learning time. Teaching effectively prepares students for the opportunities, responsibilities and experiences of life in the UK. Teaching does not undermine fundamental British values. There is great respect for individual human differences.

The school has a framework in place to assess student performance regularly and thoroughly. Strategies are in place to collate observations of the youngest students' learning, both planned and incidental, for example the use of learning journal books. In addition to 'Rising Stars', the school has recently introduced Classroom Monitor to better track progress and attainment of students on entry to Year 6. Whilst the school has a wealth of data, the use of valid data to inform lesson planning is insufficiently rigorous to provide consistent challenge for different groups of students. The use of assessment for learning techniques, for example: self-assessment, peer-assessment, strategic use of questioning, use of success criteria and plenaries are not consistent yet across the school.

Parents receive regular detailed and informative reports.

5.3 Standards achieved by pupils

Most students make good progress as they move through the key stages.

On entry, most students are second English language speakers. By the end of the Foundation Stage, 94% of students are working at UK national expectations in speaking and understanding, 56% in reading and 69% in writing. Attainment is broadly in line with UK national expectations in the other areas that make up the Early Learning Profile. Pre-School has implemented a comprehensive data tracking process to monitor individual progress. It clearly identifies those students who are emerging, expected or exceeding expectation in the 17 dispositions that comprise the Early Years Framework. Identified students are provided with additional support.

Students continue to make good progress across Key Stages 1 and 2. Attainment at the end of Key Stage 1 compares favourably to UK national expectations. 74% of AISJ students attained the expected standard in reading compared to 76% in the UK. For mathematics, the figures were 67% and 75% respectively. Key Stage 1 Interim Framework Teacher Assessment results showed 81% of students attaining the expected standard in mathematics and 89% in science. At the end of Key Stage 2, 75% of AISJ students attained the expected standard in Reading, compared to 72% in the UK. The figures for grammar, punctuation and spelling are 78% and 77%, for mathematics 91% and 75% respectively. Students are tracked closely across the Key Stages using 'Rising Stars'. There is little reliable historical data to identify any trends.

There is a clear focus on continuous improvement in terms of student attendance and punctuality. There is regular and effective communication to parents. Attendance is taken at the start of the school day and at the start of afternoon lessons. Attendance on the first day of inspection was 92.3%. Nearly all students arrive at school on time. The main reasons for lateness are traffic or medical appointments. The main reasons for absenteeism are illness, or accompanying parents travelling outside the country.

Students are thoughtful and well behaved. Nearly all are motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their education.

6. Standard 2

Spiritual, moral, social and cultural development of pupils

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

Students develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, planned PSHE programme, extra-curricular activities, and the formal and informal curriculum as they move through the school. Spirituality is implicit in the fabric of the school, further developed across the curriculum and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Throughout their time at school, students develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour. Students have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages students to distinguish right from wrong. The school fosters and enhances a feeling of togetherness and “family”. During the visit not one instance of inappropriate behaviour was observed.

The school actively promotes, in an age appropriate way, British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all. These attributes are subsumed in the school’s ‘British Values Policy’. Rich curriculum experiences ensure students acquire a good general knowledge of and respect for public institutions and services in England and the responsibilities of citizenship in the host country. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views where applicable.

Throughout their time at the school, students are developing high order personal and social skills, which enable them to make a positive contribution to the society in which they live and effectively prepare them for the next stage of their lives. Students readily accept responsibility and leadership roles as House Captains. The absence of a school council is a missed opportunity to extend leadership roles and enhance the student voice.

Students show an awareness, appreciation and respect for each other, the wider world and other cultures. This is particularly evident in lessons, on the playground, and through assemblies. They are encouraged to celebrate and share aspects of their own culture. The annual International Dinner provides students with the opportunity to dress in their traditional costume and serve food from their home country.

7. Standard 3

The welfare, health and safety of the pupils

The provision for the welfare, health and safety of students is of a good standard with outstanding aspects.

The welfare, health and safety of students is a priority. The school fully complies with the relevant health and safety laws in the host country. An effective written policy relating to the health and safety of students in school and on activities outside school is in place. The Director acts as the school's safeguarding officer, delegated to the Heads of School and secondary counsellor in her absence. The school's safeguarding policy is shared with staff at the start of the school year. The senior management team and most of the middle managers are trained and qualified in child protection.

The school maintains close links with the British and American consulates in order to monitor the local situation. There is an extensive network of security cameras installed throughout the campus. All emergency procedures are revisited twice during the academic year. A record is kept of the efficiency or 'snags' occurring in order to improve the process. There is a security guard present at the entrance gate at all times. All visitors to the school have to produce a proof of ID in order to be issued with badges.

The school nurse maintains an up to date student health register. All medications are kept in the medical room in a locked cupboard and only administered with parental permission. First aid kits can be found in several communal areas around school. There are clear policies and procedures for accessing emergency services. Currently there are 13 trained first aiders on site with plans to train more in the coming year. The nurse accompanies the annual elementary residential trip. Students are well supervised at all times. A comprehensive policy is in place for promoting good behaviour among pupils and setting out the sanctions for misbehaviour. The school aims to promote self-discipline and a sense of responsibility. The parent student handbook states that 'Our school is a safe place in which students can be forgiven for acknowledged mistakes'. It is a place for 'second chances'. Assemblies are used to address good as well as misbehaviour. Homeroom teachers use class discussions and PSHE lessons to encourage students to reflect on the consequences of their actions. At present, students' nurture needs are looked after by the inclusion department.

The school promotes caring and respect. There is an effective anti-bullying policy, which is rigorously implemented. The school has a no tolerance approach to bullying, swearing or blasphemy. A record is kept of the sanctions imposed upon students for serious misbehaviour. A focus group of students stated that any unpleasantness is dealt with immediately and effectively.

The site manager ensures that the school site is kept clean throughout the day and that the

outdoor areas are safe and well cared for. The quality of the school's catering is outstanding. The students' benefit from a wide choice of high quality and healthy food. The catering is outsourced to a local company who has to comply with stringent Israeli hygiene regulations.

Admission and attendance registers conform to local regulatory requirements. They are appropriately maintained.

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

The suitability of the governing body and staff is of a high order. The board ensures the school meets the safety, care and guidance requirements for all students. In addition, they take responsibility for the recruitment and checking of staff credentials.

A safer recruitment policy is in place. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Israel, previous employment activity, character references and suitability to work with children. Supply staff are drawn from past employees who meet safer recruitment standards. Parents who wish to volunteer at the school are asked to provide a police check from their country of origin prior to engagement. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

The chair of the board is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

8. *Standard 5* The premises and accommodation

The premises and accommodation meet the required standard for BSO.

The school provides a safe environment for all its students. Security arrangements for the grounds and buildings is given a high priority. Procedures are carefully monitored and adhered to. The school complies with all fire safety requirements. The local community uses the school on certain evenings. They are given limited access to the building and are informed of the school's policies and procedures regarding health and safety.

The school is housed in an historic and listed building, set in pleasant and attractive walled grounds. The school makes good use of its limited spaces including the bunker basement rooms. The building is functional, with reasonably sized classrooms and corridors. Furniture and fittings are generally appropriate. A 'stair climber' is available for use when required by disabled visitors or students. There are currently no students with physical disabilities who would require additional facilities.

Toilet and washing facilities for the sole use of students of different genders are available. There is a medical room, staffed by a qualified nurse with a bed for the use of short-term sick students. All water fountains on the site are quality controlled by an external company and any non-drinking water sources are clearly labelled as such. Toilets and urinals have an adequate supply of cold water. Washing facilities have an adequate supply of hot and cold water. The temperature of water at the point of use does not pose a risk of scalding to users.

Suitable outdoor space ensures physical education is delivered in accordance with the school curriculum and facilitates outside play. Sporting facilities include an outdoor gymnasium, football field, basketball court, climbing equipment, climbing wall, table tennis tables and 2 multi-purpose halls. There are separate play grounds for Pre-School, Key Stage 1 and Key Stage 2 students. The Site Manager is the Health and Safety officer. He ensures that the premises, accommodation and facilities are maintained to a good order. He is assisted by a maintenance man responsible for immediate repairs.

High ceilings and stone walls enable good soundproofing; the music rooms are located in the basement for this purpose. Sound insulation, air conditioning units, lighting and acoustics allow for effective teaching and communication. The flooring is in good condition throughout the school. The drainage system allows for the effective disposal of wastewater and surface water. Classroom lighting is appropriate and well maintained. External lights ensure that people can safely enter and leave the school premises. They are regularly checked.

9. *Standard 6*

The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the standard for accreditation.

Appropriate contact details are provided for parents and other stakeholders, including the e-mail and contact details of the governing body and senior leaders. The school's ethos is founded on Christian beliefs and values. The school's mission 'AISJ leads the way, every day to deliver the best world class education' acts as driver for school improvement. Both feature prominently in the parent-student hand book. The school's admissions policy is published on the school website and readily available from the school on request. Once parents have made contact with the school, they are well-supported and kept informed at every stage of the admission process. Particulars of policies relating to attendance and lateness, homework, behaviour, bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of students misbehaving are either posted on the website or available on request.

The school operates an open-door policy. Parents have daily access to senior leaders and class teachers. Details of the complaints procedure are available from the school on request. Provision for students with learning difficulties and/or English as an additional language are outlined in the parent-student handbook. Photographs of all staff along with their school email address are displayed in the parent-student handbook. A comprehensive log is kept of all staff employed together with their qualifications and service records. Inspection reports are posted on the school's website. The website details the programmes of study along with the curriculum on offer. Written reports are provided twice a year. The second report provides parents with a more detailed picture of their child's proficiency in the core subjects. There are three parent teacher meetings during the year. The Head of School provides a summary of the previous year's academic performance which is then presented to the board.

Parents are invited into school to attend events such as Sports Day, International Dinner and Book Week. Interviewed parents welcomed opportunities to become more involved in the life of the school.

10. Standard 7

The school's procedure for handling complaints

The procedure for dealing with parental complaints is robust and takes into account best practice.

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective parents. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher or tutor on an informal basis. Parents have easy access to senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint. If a formal complaint has not been resolved by the Head of School, the parent(s) can contact the governing body of the school for a formal review. Parents have the opportunity to be accompanied by a friend. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the governing body and the Head of School. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely.

11. Standard 8

Leadership and management of the school

Leadership and management meet the standard required for BSO and some aspects are good or better. The governing body oversee school policies, ensuring all local requirements are met. They ensure sufficiency of resources through robust financial management. They do not interfere with the management of the school; there are clear lines of demarcation. There are positive relationships between the Director, the Head of Elementary, Head of Pre-School and the Board. They increasingly hold senior leaders to account.

After a period of turbulence, including the appointment of new senior leaders, the school is now entering a period of stability. Consequently, structures and many policies and procedures are being updated to reflect the new situation. Whilst school development plans identify clear targets with timeframes, success criteria do not focus sufficiently on improving the quality of teaching and learning or raising student attainment.

The school runs well on a day to day basis. Operational procedures are established and understood. The head teacher is well supported by her senior leadership team. Collectively they have a clear vision for the development of the school. Through its effective self-evaluation, the senior leadership team have a good understanding of the school's strengths and weaknesses.

Overall the quality of teaching is at least satisfactory and in some cases good or excellent. Whilst the school has implemented a performance management process, it is not yet rigorous enough to secure consistent improvement in the quality of teaching and learning and raising individual student attainment.

Effective policies ensure that most students make progress at least in line with their ability. The school's curriculum provides organised and effective opportunities for groups of students to learn and make good progress. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The Director and the governing body are successful in securing, supporting and developing sufficient high-quality staff, ensuring their suitability to work with children. The school's arrangements for safeguarding students are robust. The school works well with parents and carers.

12. Standard 9

The quality of provision for boarding

Not applicable.