



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**British International  
School**

**Riyadh  
Saudi Arabia**

**Date** 2<sup>nd</sup> - 5<sup>th</sup> November 2014  
**Inspection number** 20141102

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

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

During the inspection visit, 39 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, and a range of teachers, parents and groups of students. Four school days were monitored. The inspection was undertaken alongside the school's Council for International Schools (CIS) accreditation.

The lead inspector was Colin Dyson

## 2. Compliance with regulatory requirements

British International School, Riyadh meets all the standards for British Schools Overseas.

## 3. Overall effectiveness of the school

British International School, Riyadh (BISR) is a good school with some outstanding features.

BISR provides a good quality of education complemented by a high level of student care. It is highly inclusive. The quality of learning, teaching and leadership is good. The students, parents and staff are highly committed to the school, and to its mission of celebrating cultural diversity, while promoting the values of respect, excellence, accountability, challenge and happiness. The spiritual, moral, social and cultural development of the students is outstanding. There is a strong recognition that students should reflect both international and global understanding to 'equip them for life in a complex and interdependent world'.

### 3.1 What the school does well

There are many strengths, which include:

- The students demonstrate outstanding attitudes, behaviour and personal development. They take a pleasure in their own success and that of others.
- The overall standard of students' achievement is above the UK average and in-line with the performance of other high achieving international schools.
- The school has implemented an innovative curriculum that is broad and balanced. It equips all students with a strong awareness of both international and host country perspectives.
- The Principal is inspirational in his drive for continuous improvement; encouraging all students and staff to realise their full potential.
- Senior and middle Leaders, under the guidance of the Principal, are providing strong leadership and management that are having a positive impact on raising achievement further.
- Teaching standards across the school are good. The majority of lessons monitored were good or very good; some were outstanding.
- The impact of Information and Communications technology (ICT) as a tool to promote high level learning outcomes is highly positive; from the innovative use of iPads to the tracking and analysis of student progress.
- The School Board is fully involved in the life of the school. The mutually supportive relationship with the Principal enhances the continued development of the school.
- The 'REACH' motto and mission articulates a strong moral code and culture of learning that provides students and teachers with the impetus for high expectations.
- Positive relationships between all school members are clearly recognised as laying the foundation for effective learning.
- The highly effective and efficient use of the premises and facilities enables the school to provide a wide range of learning opportunities that meet the diverse educational needs of the students.
- Health and safety have an appropriate high priority across the school. A full range of effective measures have been implemented and are monitored regularly.
- The curriculum is enriched by an outstanding program of personal, social and health education. A wide range of extra-curricular activities provide students with the opportunity to develop broad interests and skills.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development:

- Ensure the School Board take full responsibility for developing the strategic direction of the school, through a clearly stated vision and evaluation of their impact on raising achievement.
- To further raise students' achievement, seek ways to embed consistent high quality practices that support:
  - ✓ A wide range of highly effective teaching strategies in all lessons based on the best practice seen.
  - ✓ The effectiveness of learning targets shared with students so they have a clear understanding of their next steps in learning.
  - ✓ High impact differentiated learning activities that provide ambitious challenges for all students.
- Implement a consistent whole school assessment policy that is monitored and evaluated.

## 4. The context of the school

British International School Riyadh (BISR) is a private co-educational non-profit day school for students from Foundation Stage to Year 13. It offers the National Curriculum of England supported by a highly effective pastoral programme and a wide range of extra-curricular activities. Arabic culture and language is planned into all units of work. Arabic language lessons are taught to all Arabic speakers.

The school was established in September 1979, with the support of the British and Dutch Embassies in order to meet the educational needs of the growing expatriate community. In March 1981, it was endorsed and incorporated into the Saudi Arabian International Schools category, under arrangements made by the Saudi Arabian Ministry of Education. It is situated on the outskirts of Riyadh in Saudi Arabia and has 1,521 students on roll.

BISR is a single school with integrated resources that provides an 'all-through' education. There are 55 different nationalities of students, with British passport holders comprising 56%. Saudi Arabian students comprise 2% of the school population.

Students follow the English Early Years Foundation Stage, the National Curriculum at Key Stages 1, 2 and 3 (adapted for Saudi Arabian law) and at Key Stage 4 a range of GCSE and IGCSE courses. At post-16, AS and A2 examination subjects are followed.

The school has strong and valued links with both the British embassy and with the Riyadh Group for British Business.

The school is a full member of the regional consortium, the British Schools of the Middle East (BSME) and is an authorised centre for the International Award for Young People (Duke of Edinburgh Award) and the Cambridge International Examination (CIE).

## 4.1 British nature of the school

The British nature of the school is clear. The Board of Governors and leaders adopt the best practice from the UK, and aim to develop appropriate innovative practices.

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school uses the National Curriculum (NC) of England which ensures that children can join/re-join the UK education system without disadvantage, at any stage. The school has implemented a broad, balanced and exciting learning platform. As well as implementing the NC for England, assessments and student progress checks are based on national standards from the UK.

The school is organised according to the pastoral structures used in English schools. The school's positive rewards system known as 'REACH' is successfully implemented: students take a very keen interest, through assemblies, sporting activities and house competitions.

Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school. UK practice is evident in approaches to performance management, staff target setting and annual review meetings.

Communications from the school to families and students are provided in English, as are all school publications, reports, letters and the website. There is a school uniform that varies depending on the age and activity of the students.

Extra-curricular provision including clubs and school trips, are very important, and in line with British best practice.

Students who wish to enter/re-enter the UK educational system are well supported and provided for.

The school is an active member of the British Schools of the Middle East (BSME) and is seeking full accreditation with the Council of International Schools (CIS)



## 5. Standard 1

### The quality of education provided by the school

Overall the quality of education provided is good, with aspects that are outstanding, fully meeting the standard for accreditation.

#### 5.1 Curriculum

The curriculum provided by BISR is outstanding. It is broad, balanced, innovative and offers students a wide range of learning opportunities.

The school aims “to challenge students to explore and question, seek solutions, make informed decisions, solve problems, demonstrate tenacity and express themselves confidently”. Innovative curriculum development has reinforced the links between areas of learning, enhanced with a strong focus on local culture and internationalism.

The primary school curriculum embraces the Early Years Foundation Stage Framework. Teachers modify the curriculum in response to their on-going evaluation ensuring learning experiences are lively, vibrant and often practical. Subjects are linked together so children use and apply skills learned. Effective questioning from both teacher and teacher assistants encourage children to apply intellectual, physical and/or creative efforts to think and learn for themselves.

Evidence from the most successful lessons demonstrates an understanding that children learn best by doing, exploring and being challenged. Documentation is consistent in style and presentation. In particular, lesson observations confirm the effectiveness of detailed weekly planning on the daily delivery of the curriculum.

Continuous assessment is an integral part of the primary curriculum. Middle leaders monitor children’s progress and through moderation teachers share an understanding of the expected standards at each National Curriculum level. The school has effectively used ICT to manage the data load and the “Steps to Learning” programme is highly effective across the school. High expectations of student attainment are set and achieved, evidenced in the test results at the end of Key Stages 1 and 2.

The curriculum in Key Stage 2 continues to be broad and balanced. Time allocations and the allocation of subjects are in line with NC requirements. Through effective planning of topics of study, students enjoy a wide range of learning experiences that encourage the development of higher order learning and support the school’s ethos. In some mathematics lessons, there is an over reliance on using the text book, which stands in contrast to other mathematics lessons classes in which activities were active and engaging. This was highlighted in a time-based scavenger hunt which ensured all students were challenged and immersed in their learning.

Across the primary school the use of ICT and in particular iPads enhances the learning opportunities and enriches the students' experience.

Specialist teaching extends the primary curriculum and enriches students' knowledge and experiences in music, modern foreign languages and physical education (PE). Primary students, for whom English is an additional language, are supported well; much work has been done to increase awareness and employ effective strategies in the classroom.

At Key Stage 3, all students follow a three year common curriculum based on the NC for England. Students have an opportunity to build their skills and knowledge through a broad curriculum that includes art, drama, design and technology as well as more traditional subjects. The Key Stage 3 curriculum is greatly enriched by a planned and coherent personal, social and health (PSHE) programme.

In Key Stage 4, all students are prepared for GCSE or iGCSE examinations. They study a common core of subjects: English Literature, English Language, mathematics, a modern foreign language (from French, Spanish or Arabic), science, PE (non-examination) and life skills. In addition, students select five subjects from the twelve on offer. Other subjects can be included if there is sufficient demand for a course.

At Key Stage 5 (the sixth Form) students have the opportunity to follow their studies to A-level. They are able to choose from sixteen subjects. In Year 12 they study four subjects at AS level, and usually three (occasionally four) subjects to full A- level in Year 13. Students are enthusiastic learners and strive to achieve at a high level. Nearly all of them progress to higher education and secure places at universities in the UK, USA, Canada, Netherlands and UAE. In the recent past a significant number of students have gained places at Oxford, Cambridge, LSE, Imperial College, MIT, NYU and Columbia.

The taught curriculum is enhanced by an excellent range of additional activities and an exceptional number and range of after-school clubs which extend students' skills and interests. The range of extra-curricular activities, 50+ at the last count, is an exemplary feature of the school. To help develop the whole student, the curriculum provides a range of leadership opportunities through the Leadership Programme, school house system and International Week. Teachers also plan for many trips and visits which help the students relate their learning to the real world. Students were fully engaged in developing life skills in preparations for their future visit to the school's desert camp.

Across the school, there is a highly effective learning support team that provides teachers with support and guidance through both assessment and evaluation of specific students' learning needs. Learning support staff work collaboratively with teachers and parents to plan and implement individual educational plans.

The school plans regular opportunities for parents to meet teachers and discuss individual student's progress and achievements. The final written report for every student provides

clear guidance on progress. Parents confirmed that their children are very happy and that good information about them is received. In their view, the school is settled, organised and well managed and has improved considerably in recent years.

## 5.2 Teaching and assessment

The quality of teaching and learning is good, with some outstanding features.

Subject knowledge and expertise of the teaching staff is good across the whole school.

Students at BISR across all key stages, enjoy school. Behaviour in nearly all lessons throughout the school is good or better. Any off-task behaviour is usually dealt with very effectively by the teachers. Students and teachers enjoy good relationships in nearly all classes. This ensures a safe and productive learning environment in which students feel comfortable answering and asking questions. In nearly all lessons across the school, they are enthusiastic about their learning and they work with interest at the tasks set. The development of the 'whole student' permeates all aspects of the school life.

The most effective lessons provide an opportunity for a high level of student contribution and active participation, particularly in the Early Years Foundation Stage. In a few Early Years Foundation Stage lessons however, students were engaged in sitting and listening passively for extended periods. In the best Early Years Foundation Stage lessons, the teacher worked with a focus group on a literacy task whilst other students worked in groups on a wide range of creative and imaginative play activities.

A good example was evident in a lesson in which children discussed how 'Barney Bear' would undertake a trip. Other children planned a trip to Wales and packed suitable clothing for this imaginary trip. The best lessons were characterised by high expectations, pace and energy. In these, students were stimulated by active involvement in their learning and enthusiastic teachers. This was not consistent across the key stages. Lessons in PE consistently provided an outstanding quality of teaching that inspired high levels of motivation.

In nearly all classrooms there is a purposeful learning atmosphere, enhanced by the range of resources available. The use of iPads is an integral tool in many lessons and provides a beneficial learning opportunity for students. Students in Key Stage 3 and 4 confidently used laptop computers to carry out a range of research activities. Consistent use of differentiation was seen in the most effective teaching activities however this was not embedded practice. Providing challenging activities for the most able was a feature of the best lessons.

In lessons across the whole school, the detailed planning and use of a wide range of teaching strategies resulted in active student involvement in their learning. In less successful lessons, there was an over-reliance on text books to develop students' learning, reducing opportunities for creativity and independent thinking. At times, this led to low level disruption as they were not engaged in their learning.

Often group activities were well supported by knowledgeable and skilled classroom assistants. In the primary school, the most effective teachers use a variety of activities to enhance the learning experience for the students. In the best lessons, planning was thorough and the teacher shared learning objectives with the students.

The use of questioning was often used effectively to extend students thinking. In the secondary school open questioning challenged students to apply their knowledge. This was clearly evident as Year 11 students analysed the poem 'Horses' by Edwin Muir. Effective peer working also supported language development and encouraged students to be effective critical thinkers.

Teachers are developing the use of detailed records of students' achievements and these are increasingly used to develop planning and monitor progress regularly throughout the year.

Differentiation, where it was evident, was largely by grouping and/or outcome, rather than by task. Progress made by students as they move through the school indicates that the school is effective in supporting students who do not speak English as a first language. This rate of progress continues as the youngest students move into the primary school and through the secondary school, enabling all students to access the National Curriculum. There was evidence of specific, targeted teaching for students who have English as an additional language (EAL) in the school.

In a few lessons, high quality assessment techniques, including peer- and self-assessment, are used to ensure that students are provided with adequate challenge and make progress. This is particularly evident in the best Key Stage 2, 3 and 4 lessons. Some teachers review student learning and refer back to the learning objectives at intervals throughout the lesson.

In the better lessons, good pace, effective questioning and a range of engaging tasks encouraged students to become critical and reflective learners. Target setting and progress monitoring is an area the school wishes to develop. Although there was some evidence of guidance given to students about how to progress to the next level, this was not consistent. Children in the primary school were not always clear on their next steps in learning. In the secondary school, students had a clearer idea of how to develop their learning to achieve success in examinations. Parents and students are given summative information about progress and levels or grades through established reporting procedures. Formative feedback and on-going assessment are less well established.

There were examples of positive marking across all phases and subjects, but the impact of marking was inconsistent and sometimes provided little advice for the student on how to improve. In lessons, students responded well to oral feedback. Although many teachers are reviewing and reflecting on assessment outcomes to inform lesson planning, this is not consistent across the school.

Displays in nearly all classrooms and around school help celebrate achievement and enhance the learning environment. The school is particularly effective in developing internationalism across the curriculum for all key stages. Many lessons observed included opportunities to focus on international and global links. As well as enlivening the taught curriculum it also supports the school's desire to encourage all students to have a world-wide understanding.

## 5.3 Standards achieved by students

The standards achieved by primary and secondary students at BISR are well above average and often outstanding, both academically and in other aspects of their learning.

In the Early Years the school has implemented rigorous processes for the monitoring and assessing of children's progress against the Early Learning Goals. Most children have made good or better progress and have achieved many of the Early Learning Goals. Teachers effectively observe and record students' progress as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence. The trend over the past three years shows that children enter in-line with the levels normally expected for children of this age. Supported by good teaching and a range of highly effective initiatives, children make good progress.

Good progress is maintained throughout Key Stage 1, with a suitable range of assessment data collected to provide progress data for reading, literacy, numeracy and personal development. Summative assessment results show higher levels of achievement than national expectations.

The innovative curriculum inspires students to be fully engaged in their activities. Students speak well and listen with patience and good understanding. The development of IT has provided a highly positive addition to the curriculum and students display particularly good skills.

Throughout Key Stages 1 and 2, the school is implementing a range of formative assessment strategies which are analysed and used to inform teaching strategies and identify areas for intervention and support.

The data on student progress is effectively monitored across both Key Stage 1 and 2 with the aim of raising standards through high quality teaching and assessment. The leaders and managers monitor students' progress, observe lessons and give informative feedback to teachers on the success of lessons and advice on how learning may be improved. Students are not always clear on their own learning targets and these are not monitored as effectively. By the end of Key Stage 2 (Year 6), trends in summative assessments show that standards are well above average.

	Level 4+	Level 5
Reading	93.5%	41.3%
Writing	91.3%	20.7%
Speaking/ Listening	94.6%	26%
Maths	92.3%	41.3%
Science	94.6%	29.3%

Attainment at Key Stage 3 is consistently well above the UK national average.

The quality of student tracking across Key Stage 3 is good, comprising of a mixture of grades and levels. Best practice observed was where national curriculum levels and sub-levels are shared with students to ensure they are aware of their attainment, progress and next steps. This was reinforced through diagnostic marking of key pieces of work. These highly effective strategies were not consistently applied. Support staff are effectively providing a range of programs to enable all students to achieve. Students use IT highly effectively in the best lessons and can apply them across the curriculum. The school meets its aims of providing a broad and balanced curriculum that provides the opportunity for students to build their skills and knowledge.

Progress in Key Stage 4 and 5 is very good and overall standards reached in GCSE and IGCSEs compare favourably with the most successful international standards. In 2014, over 94. % of British International School students achieved 6 or more A\*-C grades, including English and Mathematics. The percentage of students achieving A\*/A grade was over 47%. At A2, the average point score for students was 244 which is an increase on the previous year. 240 points relates to a B grade. There were 52.9% A\*/A grades and 74.5 A\*-B grades. There was a 100% pass rate for grades A\*-E. In the best classes, teachers provide clear guidance on how individual students can improve their performance and ensure they have a wide experience of answering examination questions.

The school sets clear predictions for each student. Targets are set and adjusted in the light of monitoring. The school has identified the need to ensure all teachers are setting accurate predictive grades.

A scrutiny of student's books across primary and secondary shows some inconsistency in marking. Most work is acknowledged, sometimes with a grade but rarely (in the secondary section) with comments for improvement, except in secondary English. In the most effective marking, students are given clear guidance on how to set out work clearly, how successful they have been in meeting learning objectives and what they need to improve.

The absence of a whole school marking and assessment policy is a missed opportunity to ensure quality and consistency across the school.

## 6. Standard 2

### The spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural (SMSC) development of the students at BISR is outstanding. It is a key strength of the school.

The school enables students to develop their self-knowledge, self-esteem and self-confidence; social awareness is promoted effectively by a range of programmes such as *Alive* which contribute to a highly effective personal social and health education (PSHE) programme. Internationalism is a feature of many lessons and the school actively supports students in developing an understanding of the host country's culture and values.

Students enjoy school as evidenced by their positive attitudes, good behaviour, and the courtesy they show for others, including their teachers. Students have a strong moral code and know right from wrong. The 'Reach' initiative and assemblies, all provide good opportunities for spiritual and cultural reflection. The school is very successful in enabling students to develop their self-knowledge, self-esteem and self-confidence. Celebration of self-worth is encouraged and the school encourages students to feel proud through activities such as mother tongue lessons and a wide range of international activities. This is reflected well in their behavior, they are polite, attentive, considerate and friendly.

Cultural development is outstanding, it is a very inclusive school which helps students acquire an appreciation of and respect for their own and other cultures. The school takes advantage of its location and local environment to enrich students' life experiences. Students attend a range of activities at the desert campsite, which are eagerly anticipated. The school also plans a range of activities that enrich student experiences including a full work experience programme in Year 12. The student council and student leadership group gives students a voice in the school and is seen to have a positive impact on school life by many students.



## 7. Standard 3

### The welfare, health and safety of the students

The school has an excellent ethos of care, guidance and support, which ensures the needs of all students are met. This includes those identified as having special educational needs or disabilities, and those requiring support in English

BISR places a high priority on ensuring that the education and well-being of all students is at the heart of any school policies, strategies and initiatives which are implemented. The school has appropriate written policies supporting students' welfare, health and safety in place. Written records of sanctions imposed upon students are maintained for serious disciplinary offences, which are very rare. These comprehensive policies and procedures ensure that students are protected and well supported.

The school complies fully with the regulatory authority's requirements on health and safety as evidenced by ministry and external inspection reports. Fire drills and evacuation practices are conducted regularly, followed by an analysis of the procedures by staff and refinements are made to the procedures as required. Evacuation procedures are evident in every room. First-aid training is conducted for staff.

Attendance throughout the school is good. Robust procedures are in place to monitor attendance and punctuality. Students attend well, have good attitudes to learning and are caring and considerate to one another.

The students were fully involved in implementing the REACH expectations which establish the core values of the school. This set of expectations is at the heart of the school's highly positive ethos, which ensures the individual achievements of students are valued and celebrated.

The school council provides opportunities for students to develop their citizenship skills and provides a forum for them to express their views and opinions. Students show a compassion for the needs of others less fortunate than themselves through regular charitable donations and activities.

Security at the school site is good. Effective procedures for registration of children and signing -in visitors to the school site means the school knows exactly who is present. Break times are well supervised, as is the start of the school day, and leaving at the end of day.

Although a large number of students share a relatively small space, putting pressure on the playground, the school has staggered break times to ease potential congestion.

The behaviour management policy is implemented fairly and consistently by teachers giving students clear boundaries.

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

The Board of Governors are effective in their role as 'critical friends' and have made a valuable contribution to ensuring BISR is an effective school. There are appropriate procedures in place to ensure the suitability of staff appointments. The Board and Principal are fully mindful of the requirements for safer recruitment.

The Board has an established complaints procedure that meets all the requirements for 'best practice'; no formal complaints have been made to the board during recent years.

The implementation of the roles of guidance, support and monitoring by the board is developing, and the Board is not yet effective in ensuring there is full clarity regarding the guiding vision for the school. Clear policies provide concise details on responsibilities and accountability of the Board and the Principal.

Governors have a clear understanding of their individual and collective responsibilities. This results in good levels of attendance and involvement at all Board meetings. The effective collective contribution of the board members adds significantly to the continual process of improvement at British International School.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are excellent.

BISR has worked hard to use the school site imaginatively to provide a wide range of high quality facilities. The school is well resourced in terms of its up-to-date facilities and equipment. There are currently sufficient teaching rooms and specialist areas to accommodate all the learning programmes and curricular needs of the students. These areas are well used throughout the school day and all common areas are creatively utilised for relevant and attractive displays. The imaginative development of the sixth form block highlights the vision the school has to provide outstanding learning opportunities.

The buildings themselves are sound, well-maintained and clean. Decoration is in good order and a schedule of planned redecoration is in place. Floorings are appropriate to the current use of each room.

There is adequate natural and, when needed, artificial lighting. Temperature is controlled with the use of air conditioners in all rooms. Furniture in classrooms is appropriate for the age and needs of the students and the school has implemented a rolling programme of refurbishment or replacement of older items. Toilets are adequate for the number of adults and children on the site. Decoration throughout BISR is good. All buildings are clean and well looked after.

Staffing provision is generous across the school. BISR takes great care to recruit and retain well qualified and committed staff. Teachers have relevant experience for the curriculum they deliver. Recent appointments have added expertise at strategic positions within the school. Teachers are well supported by an extensive range of ancillary and support staff, including the school nurse, librarian, ICT and laboratory technicians.

Water and drainage systems meet local requirements. Regular fire drills are conducted and the results of these discussed to target any areas for improvement. During the inspection a fire drill was conducted and the school was evacuated in a timely and safe manner. The school has pedestrian access through monitored gates at the front of the building. Security levels are high, in-line with host country requirements. All visitors are carefully checked and monitored to ensure the school is a safe environment.

Although limited, outside space is well planned with sufficient shaded areas, good sports' facilities and places to play and sit quietly enabling students to relax in their own way. The school's accommodation is effectively used to support students' learning and they respond positively to their environment. They ensure it is kept clean and tidy with good quality displays demonstrating the high standards of achievement throughout the school.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

The school mission and aims are clearly stated, and further supported by the highly effective 'REACH' initiative. This provides clear guidance for all students and staff, and they are prompted with *aide memoires* throughout the school. There is an effective partnership with parents and sound links, where possible, with the local community. The majority of parents expressed high levels of satisfaction with the education provided and their child's everyday experiences at school. They stated that the school is very approachable and that staff have a good understanding of their children's needs. Support for children and parents alike, was felt to be good.

There is a clear structure for parents' meetings and written reports. Parents are encouraged to attend a range of events within school. Formal parents' evenings are held twice a year. Consultation sessions allow teachers to meet with parents at short notice, where matters of concern arise throughout the year. Parents are able to meet with members of the management team at any time should they be available.

Regular newsletters celebrate what has been happening in the school. Parents receive formal written reports which detail the progress their son or daughter is making as well as suggested steps to improve. In all key stages, homework diaries provide parents with key information. Parents are invited into the school for curriculum information evenings.

## 11. Standard 7

### The school's procedure for handling complaints

Complaints are very rare. The school nevertheless has a clear policy and procedures in place which reflect good practice from the UK. The school provides clear information about what should happen in the event of a complaint, parents are also made aware through details on the school web site. These procedures are in line with local requirements and best practice. This information is regularly updated, as required. Appropriate written records of any complaints are maintained and confidentiality assured.

As a result, the school meets the standard.

The handling of complaints mirrors the management structure of the school. The class or subject teacher is consulted first, but if an issue is not resolved, it can be raised with the middle and senior leaders. All parents have easy access to class teachers and senior leaders at the start and end of the school day. In discussion with inspectors, parents stated they felt confident about raising concerns, should they have any.

## 12. *Standard 8* The quality of provision for boarding

Not applicable.

## 13. *Standard 9* Leadership and management of the school

BISR is very well led: leadership and management are excellent, and strengths of the school.

The Board and Principal provide excellent clear educational direction, reflected in the quality of education, the care taken of students, and the obvious fulfilment of the school's planned ethos. There is a very positive relationship between the Principal, senior staff and the board.

The senior leadership team provides a strong sense of strategic leadership and have empowered staff to take key roles in the management and leadership. Through this effective delegation, staff feel a strong sense of accountability and willingly contribute to the continual development of the school. The leadership team have worked tirelessly to ensure communication and accountability are transparent and equitable. The board, although highly supportive, have an important role to play in establishing a clear vision for the school's future.

The leadership team have implemented an effective structure to support the performance management of staff. Opportunities for continuous professional development are effective and encourage teachers to develop their competencies.

Effective leadership is highlighted through the exemplary systems for school self- evaluation and the clarity of the school's development planning. These are key drivers in ensuring the school has a clear focus on raising student attainment.

A good range of whole school policies are in place. The leadership team provides clear guidance to support middle leaders in monitoring standards and outcomes in their areas of responsibility. The development of a whole school approach to assessment practices and expectations would provide a greater level of clarity.

The leadership team is successful in securing and motivating high quality staff. In addition they ensure that staff are suitably trained to meet the needs of all students, including their welfare health and safety. The school runs smoothly on a day-to-day basis, supported by the high quality of the administrative and support staff working in partnership with the teaching staff.

The school's building and resources are used well, and the leadership works hard to overcome constraints of time and space. Members of the leadership team are quick to recognise obstacles, and are open and inventive in seeking solutions. This is seen, for example, in the imaginative development of the resources to teach subjects such as art, technology and ICT.

Middle managers are becoming more involved in the strategic leadership of the school. They are taking responsibility for driving forward school development and holding others to account. The school recognises the need to ensure that recently appointed middle managers receive appropriate training which will enable them to support the school in its drive to continually raise standards.

The leadership team, under the guidance of the Principal, has identified the need for more robust target setting linked closely to priorities identified in the development plan. The school recognises the need to move from being "data-rich" to being "data-powerful", in order to support individual students to realise their full potential.