



Inspection report

St Constantine's International School

Arusha, Tanzania

Date
Inspection number

**7th - 9th February 2024
20240207**

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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. 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, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Dr Mark Evans. The team members were Zoubiya Ahmed and Edward Pearce.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010.

Specifically, the school cannot by law meet Part 1 – ‘2(2)(d)(ii)- *encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;*’ and Part 2 – ‘5(b)(vi) - *encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.*

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

St Constantine's International School, Arusha, Tanzania provides a high quality of education and care in a beautiful relaxed natural setting. Proud of its Greek heritage, St Constantine's is on a journey to excellence; there has been impressive progress made in the educational and care provision in the last few years: there is a strong capacity in the school for even more improvement. The ethos of the school combines academic aspiration, personal development and student wellbeing. Day students and boarders benefit from the strong emphasis on care and personal development.

3.1 What the school does well

There are many strengths at the school, including the:

- quality of teaching;
- competent and effective leadership and governance;
- strong sense of belonging and pride;
- students' behaviour and engagement;
- work ethic of students is excellent;
- capacity for further school improvement;
- leadership and management teams are effective;
- culture of co-operation and collaboration which permeates aspects of the learning environment;
- community relationships which are valued;
- dedication of staff, both teaching and non-teaching to ensure each student, whether a day student or a boarder) feels valued as an individual.

3.2 Points for improvement

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

- i. Improve the quality of learning, teaching and assessment further so that all lessons are as good as the best, including by:
 - a) effecting more consistently outstanding lessons;
 - b) encouraging greater focus on extending the challenge offered to the most able students;
 - c) empowering all teachers have the skills and understanding to use IT well to support and promote learning;
 - d) ensuring there are even more opportunities to observe one another teaching;
 - e) using the attainment data available in school to ensure students entering Key Stage 5 are on a pathway that will maximise their chances of success.
- ii. Empower middle leaders with the time and skills to further support the quality of learning and teaching, and to contribute even more to the overall progress being made by the school.
- iii. Extend the use and understanding of the student assessment data collected in the school, to ensure it is used by all in further promoting and extending learning.

4. The context of the school

Full name of School	St. Constantine’s International School				
Address	Dodoma Road, Arusha, Tanzania				
Telephone Number/s	+255 753 871 855				
Website Address	www.scis.sc.tz				
Key Email Address/s	headteacher@scis.sc.tz				
Headteacher/ Principal	Mr Yasir Patel				
Chair of Board of Governors	Mr Dimitri Mantheakis				
Age Range	2½ – 18 years				
Total number of pupils	575	Boys	284	Girls	291
Numbers by age	0-2 years	13	12-16 years	201	
	3-5 years	49	17-18 years	19	
	6-11 years	112	18+ years	2	
Total number of part-time children		0			
Number of boarders		84			

3.3 British nature of the school

St Constantine's provides aspects of the best of British style education.

- Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.
- There is a school uniform that varies depending on the age and activity of the students.
- The primary curriculum is based on the English National Curriculum and the Early Years Foundation Stage (EYFS). The secondary school curriculum broadly follows the Cambridge curriculum, as it coincides with the English national curriculum.
- Assessments are based on national standards from the UK. British practice is evident in approaches to performance management, staff target setting and review meetings.
- All communications from the school to families and students are provided in English, 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 best practice.
- The board and parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they valued the British style of education.
- The leadership structure mirrors British schools, with clearly defined roles for leaders and teachers in both primary and secondary grades.
- Pastoral care is a high priority, including in the boarding school, with dedicated staff fostering student welfare and wellbeing.
- Safeguarding and child protection policies are robust, understood by all stakeholders and applied consistently throughout the school.
- The school has a house system which the students love.

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

The quality of education provided is good: there are some aspects which are outstanding. The school meets all the BSO standards that it is legally allowed to – please see section 2, above.

5.1 Curriculum

The curriculum is good and meets the BSO standards that it is legally allowed to.

The school has a clear written policy on the curriculum, supported by appropriate plans and schemes of work, which takes into account the ages, aptitudes and needs of pupils, including those with special educational needs. It is clear that the curriculum does not undermine the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The IDEALS school values embedded into the school curriculum unify the language and expectations of behaviour, learning skills and effort. Students in all key stages articulated their love of the broad range of subjects, and the opportunities to build their skills in reading and writing.

Students are provided with a broad curriculum that is balanced in academic disciplines, sports and the arts. The full-time supervised education gives students experience in linguistic, mathematical, scientific, technological, human and social education, as well as physical, aesthetic and creative education. It ensures students acquire speaking, listening, literacy and numeracy skills. There is personal, social, health and economic education which reflects the school's aim and ethos. As far as the law of Tanzania allows, it encourages respect for other people. Students in secondary, have access to accurate, up-to-date careers guidance that is presented impartially and enables them to make sensible choices about a broad range of career options. Overall, it helps to encourage them to fulfil their potential.

For the youngest students, there is a programme of activities appropriate to their educational needs, in relation to personal, social, emotional and physical development as well as their communication and language skills. In the Early Years, the school offers play-based learning that aligns well to the EYFS early learning goals.

The curriculum is brought to life through discussion, peer and self-assessment, progress checks, effective classroom learning strategies, the school's learning environment shaped by the staff and by the senior leadership team.

For the oldest students, a programme of activities is provided for day students and boarders which is appropriate to their needs. All have the opportunity to learn and make progress. There is preparation of students for opportunities, responsibilities and experiences of life in British society, for those that chose to go there.

All students in primary are provided with relationships education; all in secondary are provided with relationships and sex education, in so far as is appropriate. The school has a written statement of its policy with regard to this provision

In all key stages, curriculum planning is effective and leads to consistent progress in the majority of student groups. Student progress is tracked diligently and staff are responsive to meet the individual needs in and out of the classroom.

Reading, writing, collaborative learning and inquiry skills are embedded into the school's curriculum to a high standard, which enables students to make significant learning gains across the school. Attitudes to mathematics are also a strength.

5.2 Teaching and assessment

The quality of teaching and assessment is good, with some outstanding aspects.

Teaching at St Constantine's enables students to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught. Teachers often aim to foster self-motivation in students. They make sure to encourage students' application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. Teaching generally involves well planned lessons and effective teaching methods, suitable activities and sound management of class time.

Teachers show good understanding of the aptitudes, needs and prior attainments of the students, and mostly ensure that these are taken into account in the planning and delivery of lessons. They demonstrate good knowledge and understanding of the subject matter being taught. Most utilise classroom resources effectively; the resources are of a good quality, quantity and range.

Teachers utilise effective strategies for managing behaviour. They encourage students to act responsibly; and does not undermine the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no evidence of discrimination against students because of their individual characteristics.

In the best lessons, students collaborate effectively with peers to further their understanding. They evaluate their progress responsibly against success criteria provided by the teachers and use their inquiry skills to make cross-curricular connections in their learning. For example in one Year 4 English lesson, students participated in textual analysis which required creation of a key, then highlighted powerful phrases and memorable words. Adaptive teaching, student-centred discussion and robust curriculum planning enable students to make better than expected progress against age-expected standards.

In all subjects across the secondary school, teachers display strong subject knowledge, leading to confidence in delivering their lessons and a collective desire to want to "learn more". In the best lessons, teachers made meaningful and purposeful links to IGCSE and A Level examination requirements, which the students commented they felt well prepared for. In a Key Stage 5 lesson, the students demonstrated resilience when faced with unfamiliar content due to the highly personalised and knowledgeable support provided.

Students are generally highly engaged in their learning. For example, in a Year 2 class, students showed they are proud of their written work and participate in purposeful scaffolding activities to produce beautifully presented written work.

In the best lessons, teachers show an excellent understanding of how students learn. Their lessons enabled pupils to enjoy learning and to make progress. The planned tasks were engaging, and pupils were clearly enjoying their learning. In the better lessons, questioning was excellent; it was targeted at individual pupils to stretch and challenge. Teachers were giving useful, immediate verbal feedback in class and clearly good relationships and strong bonds were being developed between teacher and pupils. For example, in a Key Stage 5 mathematics lesson, the teacher skilfully used technology to personalise feedback and reflection, based on recent mock examinations.

In less strong lessons, questioning tended to be undirected and answered by those volunteering answers. High levels of student disengagement in such lessons, often caused by too much teacher talk, inhibited their ability to access and engage meaningfully with the content and make expected levels of progress. For example in one Key Stage 2 lesson, students were given 5 minutes to complete a writing task independently, but the teacher spoke through the allocated time.

There is a framework in place to assess students' work regularly and thoroughly; teachers use information from that assessment to plan teaching so that students can make progress. The assessment framework allows students' performance to be evaluated, by reference to the school's own aims as provided to St Constantine's parents.

5.3 Standards achieved by pupils

The academic standards achieved at St Constantine's are good. Some elements are outstanding.

The large majority of pupils in EYFS enter below age related expectations and make accelerated progress over the two-year learning program with the majority achieving a *Good Level of Development*. The curriculum and teaching underpin a secure foundation that encourages children to fulfil their potential and prepares them exceptionally well for their experiences in Key Stage 1.

From Early Years to Year 3, the school conducts termly phonics assessments, with the information used to inform planning and interventions required. Strong progress is made and evidenced through weekly formative assessments and ongoing tracking during tasks/activities.

In Primary the school uses NGRT (New Group Reading Test) twice annually to assess student progress and attainment against UK national standards and to triangulate against ongoing formative assessment of reading standards. This data is used to inform intervention programmes and additional support needs. Three times per year the primary staff undertake pupil progress meetings (PPM) to identify key strengths and development areas. During these conversations data from each student is analysed and specific and individualised targets are set for each class and individual students.

The majority of pupils in Key Stages 1 and 2 demonstrate positive attitudes to learning and excellent behaviour when moving around school or during unstructured times. They are polite and have good relationships with their peers and adults. They are attentive and behave well in lessons. They are resilient and willing to challenge themselves.

Data collection and analysis are reported to have improved in the past 12-18 months. This has enabled the school to improve targeted intervention and support teachers with their planning. Student progress data is tracked and reviewed termly. With the introduction of *Learning Ladders* across the primary school the school has started to bring all of their subject data together to ensure a more holistic analysis of student achievement.

Most students are speaking English as an additional language (EAL), with English often being the third or fourth language. In the good and outstanding lessons, teachers clearly plan to meet their needs. Cognitive Ability Tests (CAT4) are used to determine baseline date on entry to the school and at the start of Key Stages 3, 4 and 5. The school is currently investigating the use of *Granada Learning* (GL) progress tests to further evidence student achievement and compare to UK National trends.

Standards at Key Stage 3 are in line with expectations based on the school's data, observations and student work in their exercise books. Regular moderation within departments, following the English National Curriculum, are used for quality assurance and training purposes.

In Key Stage 4, student targets are set by senior leadership using a combination of YELLIS (Cambridge) and CAT4 (Granada Learning). Meeting and aspirational targets are given to departments and monitored throughout the two years of IGCSE coursework. In 2023 42 students sat their IGCSE exams. At A*-A level (28%) the school exceeded its aspirational target (24%) and at A*-C level the school was more in line with UK national averages at 73%.

In Key Stage 5, student targets are set by senior leadership using a combination of CAT4 (Granada Learning) and ALIS (Cambridge) baseline assessments. Targets are divided between expected and aspirational targets and progress against these is checked regularly throughout the 2 year A-Level programme. In 2023 39 students sat their A-Level exams with a 67% A*-C ranking and 92% A*-E. Whilst some students did meet their aspirational targets, the school has taken further steps to provide a wider choice of alternative pathways for students who do not meet the entry requirements for subjects in Key Stage 5, including the introduction of two BTEC programmes in sports, and in hospitality and tourism. Further work on securing the process for entry into A-Level subjects, based on IGCSE results and progress over time is required to ensure students are being entered into appropriate courses.

Pupils spoke positively about the support that they received from their teachers when preparing for assessment or examinations. Students in Key Stage 5 spoke confidently and appreciatively about the support they received from the school about their option choices and support for college/university applications.

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

Students' spiritual, moral, social and cultural development is outstanding.

Students are enthusiastic, inquisitive and thoughtful young people. They are passionate about learning and have positive relationships with their peers and the wider community. The school has embedded the *Round Square* 12 discoveries into every aspect of school life for all key stages including the Early Years, and in day and boarding students.

Impeccable behaviour, respect and open-mindedness in and out of the classroom positively impact students' social and moral development across all key stages. Relationships are outstanding. Parents, students and staff cite the school's efforts to promote a culture of togetherness and excellence. Strong friendships and authentic collaboration are a key strength of the school. For example, staff are seen having lunch together, staff choose to live on-campus and support each other outside of school hours. Students wait their turn in the lunch queue and are conscientious and appreciative of cleaners, catering staff and facilities management.

Students are given appropriate opportunities to partake in prayer, mindfulness and religious services. Students of all faiths are provided appropriate time to partake in prayer and religious observances e.g. fasting for Lent and in Ramadan and weekly congregational prayers. Participation in Peace Day and a culture of harmony between students of different/no faith.

There is an on-site Greek Orthodox Church and a proximal mosque and students of faith are supported to visit places of worship. The school offers multi-faith reflection sessions for those who wish to practice mindfulness and spiritual connection in a non-denominational manner.

Students are well-rounded, enjoy the multicultural student and staff body and participate passionately in dramatic, musical, creative and artistic programmes, clubs and initiatives in the primary assembly, students celebrated their peers for acts of kindness,

Students wear a uniform, there is a house system (that honours the school's Greek roots) and offers an inspiring PSHEE programme. Students feel valued and heard. The student council and various active committees are democratically elected through open ballot.

School prefects are active role models, promoting the school's ethos and IDEALS values. Students show initiative and are principled in their approach to the rights of others. The school has an exemplary approach to personal development through reflection, collaboration and restorative justice. For example, the levels and merits system in the secondary school and use of *ClassDojo* aligned to *Round Square* discoveries from EYFS to Key Stage 2.

The cultural development at the school is good. The school is on a progressive journey to embed general knowledge and understanding of modern British life through themed events, local context links and staff and parent community. In the 'Home, Host and Heritage' initiative in their primary school, students and staff highlighted that this opportunity deepened students' knowledge and

understanding of the school's Greek roots, Tanzanian local context and the British and international experiences of staff and students at the school.

7. *Standard 3* The welfare, health and safety of the pupils

The welfare, health and safety of students at St Constantine's meet the requirements of the BSO standards and are outstanding.

The welfare, health and safety of pupils is a high priority for the school. The interpretation of welfare is wide, stretching beyond the pupils on roll to the whole community. The school values are displayed prominently around the school and have been borne of daily practice, as much as it now shapes it.

Bullying is rare, which reflects the school's on-going efforts to eliminate it. Pupils were well aware of the dangers of online bullying and strategies to effectively combat it.

In the primary school, student welfare is the responsibility of class teachers; in the secondary school the role is taken by the form tutor. In the latter case, form periods were observed to be times for pupils to catch-up with each other rather than to engage in meaningful discussions or learning around pastoral care issues.

The school counsellor is actively building rapport with both primary and secondary pupils to provide support for mental health issues. The counsellor also works with members of staff who are experiencing mental health challenges at times of especially high pressure in the school.

The clinic is staffed by two full-time, qualified nurses who both reside on the school campus. Out of regular school hours one or the nurses is on call to support the boarding students.

The school has an appropriate first aid policy. Both nurses were familiar with it, and with the procedures to be followed following a pupil reporting to the clinic. The clinic is operated in a professional manner, adhering to UK standards. Medicines are not dispensed without parental consent, which is sought by phone and followed-up by email or text message. A small stock of medicines is stored on site securely in a locked cabinet. Logs are maintained for pupil visits and medicines dispensed. The clinics hold central records of pupils with allergies or on-going conditions. The school has access to more advanced medical treatment at a local hospital.

The nurses are aware of frequent pupil visitors to the clinic and follow-up with parents and class/form tutors. A weekly report is produced via the schools information management system and sent to the senior leaders.

The school has a sound safeguarding policy and a safeguarding committee, with the head teacher being the designated safeguarding lead (DSL) and the deputy headteacher deputising in his absence. In total 13 members of school staff have completed NSPCC training. All

members of the senior leadership team have received safer recruitment training and evidence of reference checks and police/background checks support these practices.

The school's child protection policy is thorough and includes provision for addressing radicalisation, female genital mutilation, grooming and social media. It also includes details of procedures for staff.

Safeguarding training is mandatory for any staff member coming on to school premises. Ancillary staff, outside contractors and extra-curricular coaches all need to undertake the school's own safeguarding training prior to working with the school. This training is also offered in Swahili and the school is fully compliant with local social welfare regulations and has links with the local police for reporting purposes.

Safeguarding training is part of the induction process for new staff. Training is refreshed for all on an annual basis. In addition, reminders are given in staff meetings as and when necessary. The secondary students also reported that safeguarding and child protection are regularly discussed with them and that they are familiar with and comfortable with lines of reporting.

Classroom behaviour across the school was excellent and reflected the pupils' enthusiasm for learning: "school is for learning" said one young pupil. The school has a clearly defined and understood behaviour policy based on merits and levels, operating a "stop and think" policy.

The behaviour of students moving around the school was excellent. During break times and at home time pupils were effectively supervised, with sufficient members of the teaching staff on duty in play areas, in the dining hall and in communal areas.

Students reported a strong sense of pride in being part of the St Constantine's International School community and described the best features of the school as being that it is "safe, diverse, comfortable and calm". They feel valued and respected by staff at the school and that their opinions matter. The boarding students felt a particularly strong sense of 'belonging' within the community and praised the school's efforts to support them both academically and emotionally.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. The Wednesday electives were viewed as a positive example for the students on promoting healthy habits and providing a breadth of opportunities.

Students have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

The school promotes the safety of its pupils through regular fire drills and is compliant with local regulations. The school also undertakes annual earthquake and lockdown drills. All staff

wear a blue lanyard. Visitors to the school have different coloured lanyards so that visitors and staff can easily be identified.

Most pupils come to school in private cars. Arrivals and departures were generally orderly – being supervised by security guards/traffic wardens and by senior leaders. Security guards monitor the main entrance point to the school site throughout the school day. Visitors are required to sign in at the main gate and wear a red lanyard.

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

The suitability of the proprietor and staff meets the standard for BSO.

The proprietors have a clear vision for the school and supported it very well. The school ensures that staff have a local police check prior to starting work. Qualifications are checked and references are taken up to provide assurances that the person is qualified and suitable to work with children. Appropriate checks include identity, medical fitness, legal right to work, qualifications if appropriate before employment. The single central register contains details of police checks, health checks and visa arrangements, as well as reference checks.

After the application process has been completed, a medical form is started, and stored with the nurse. Any staff member who has worked in the UK provides an international child protection certificate (ICPC) police check before employment is confirmed. Police checks or its equivalent are conducted for all staff before employment.

The school ensures that any appointment adheres to all laws related to the role in Tanzania. The HR department checks permits, teaching licence and visas, too. Supply staff are employed in line with the law of the country, suitability is checked and their identity is properly checked. Similarly, checks on the board have been carried out in line with local requirements.

The school seeks to hire and retain high quality teaching and other staff. Retaining the best staff is a high priority, and as the shortage of teachers worldwide deepen, the board and senior leaders plan correctly to focus strongly on recruitment and retention of staff appropriate to being a high quality international school.

9. *Standard 5* The premises and accommodation

The school's buildings and premises are at least good and are outstanding in some areas.

The outdoor sports and recreational facilities and abundance of green, open spaces are well maintained and support the promotion of physical activity with students. The school benefits from outdoor basketball, tennis, netball, swimming, cricket and football spaces in addition to age appropriate play spaces and well maintained and signposted walkways.

The curriculum is well supported by a number of other specialist facilities, including but not limited to specialist art, music, drama, IT and science laboratories. In addition to the current facilities, the school has confirmed an ambitious 5 year plan to enhance their boarding facility and a new science block, as well as renovations to the current performance hall. It is recommended that access to these developing areas is restricted to ensure no access during the construction phase.

Buildings are in good condition and are well maintained by the facilities team. The smaller site used by Early Years students and Year 1 and 2, is quiet, bright, well resources and very much fit-for-purpose. It provides ample space for the students attending.

Across the school, a programme of refurbishments to older classrooms is already underway. Daily inspections are carried out across the facility and a monthly health and safety audit is documented. Staff utilise a ticketing system to report any minor and major repairs or health and safety concerns and all minor and major corrections are outsourced to an external provider. The large majority of maintenance requests are completed by a range of inhouse expertise and trade specialists who are directly managed by the site supervisor and business manager.

The boarding facility is satisfactory; the new boarding facility is under construction and the school has taken steps to develop the boarding facilities to better meet the needs of the boarders and their parents. For example, the new facility will have a lounge where parents visiting their child can wait.

Natural lighting is a prominent feature throughout the school: classrooms are deliberately designed to take advantage of the moderate climate, with wide open windows and ceiling fans providing adequate ventilation.

The school has a robust generator system to compensate for regular power disruptions.

External security is provided 24 hours a day and is based at the main school gate, along with a patrol guard during the school day. The school is surrounded by electric fencing and an automated alert is sent to the security team should this be activated.

Visitors and staff are distinguishable through the colour coded lanyards, in addition to regular visitors to the campus. Visits to the campus are strictly controlled, via the main gate entrance.

Displays are frequent across the school site and are used to highlight the values of the school and to celebrate student achievement.

The school buildings are clean and hygienic. Cleaning services are abundant and standards monitored by the health and safety team, including daily checklists across the campus.

The accommodation is well suited to the age and gender of the students and is a good fit to the school's curriculum, with the requisite specialist facilities.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents and others is good.

The school has a robust and systematic approach to providing information to parents and carers. Expectations and procedures for parents of boarders are clearly communicated and many parents have multi-generational links with regard to sending their children to the school. Effective policies enable parents to be well-informed through an established multi-channel communication system. For example, there are parent information evenings each term for each key stage.

The school utilises a learning management system and parents cite that reporting on pupil progress and development is excellent. An annual written report of each student's progress and attainment in the main subject areas taught, is provided to the parents of that child.

All information requested in connection with this BSO inspection required for the purposes of the inspection has been provided to the inspectors and access given to the school's admission and attendance registers.

The school's written curriculum is readily available to parents, including plans and schemes of work, including PSHE, relationships and sex education, and careers guidance for secondary students. The school has many policies, all available to parents, including on admissions, behaviour, complaints, special educational needs provision, anti-bullying, health and safety, and first aid.

Following inspection, a copy of the report of the inspection against the BSO standards, will be published and maintained on the school's internet website, and made available to the parents of each student.

11. Standard 7

The school's procedure for handling complaints

The school's policy for handling complaints of any sort, meets the BSO standards.

Complaints handling is good. Any concerns are handled appropriately and parents (including alumni parents) cite that the school has a proportionate and responsive approach to and concerns. Parents with long-standing relationships with the school suggest that whenever they have had concerns, these have been resolved effectively.

Members of the school community are encouraged to present any concerns to the appropriate member of staff concerned. The administration, staff and leadership aim to listen attentively and courteously to parents, students, or any other school members, who have any concern or complaint about the school or its people; the school then seeks to respond to such concerns or complaints in a spirit of openness and willingness to improve.

The school cites five areas that complaints might pertain to: school personnel, curriculum or materials, premises, the school board, and general complaints.

In each case, the school policy sets out a step-by-step process that seeks to ensure the concerns are dealt with quickly.

As appropriate, in the first instance, contact may be made with the class teacher informally. This may result in a meeting. The class teacher may need to consult their line manager or the head of section. Any responses will be provided within five working days. Similarly, the line manager of the class teacher will be the next contact, followed by the head of section. Any responses will be provided within five working days.

If parents are not satisfied with the outcome, a formal written complaint can be submitted to the headteacher. The headteacher will investigate the claim fully. A response will be provided within ten working days.

Finally, if a situation is still not resolved, parents may request a hearing with a panel of three, none of whom should have been involved in the process so far, with the exception of the headteacher.

The panel will be decided by the headteacher and may involve non-staff members. The panel will be convened as quickly as possible. Parents may attend the hearing and also be accompanied if they opt to be.

A response will be provided within ten working days. These findings and recommendations will be given to the complainant, and where relevant, the person complained about and the headteacher. A clear written record is kept at all stages. In order to maintain the highest level of confidentiality, this record is accessible by relevant people only.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are good, with aspects that are outstanding.

The school was founded in 1952 by the Greek immigrant community that originally settled in East Africa in the 1920s and 1930s. The school's original classrooms were next to the town's only Greek Orthodox Church. The school is secular and non-denominational, welcoming pupils from every religion and culture, but the church itself still exists, as part of the 35-acre campus and holds services every Sunday morning for the local community.

The Greek community prospered in agriculture, mining and business, and sent their children to board at St Constantine's where they could get instruction in Greek language, culture and religion. By the mid-1960s, it evolved into an English-medium school. In 1998, it adopted the Cambridge International Curriculum.

Owned and governed by the Hellenic Foundation of Tanzania, the school continues to strive to contribute to the country which welcomed their ancestors over 90 years ago. Proud both of its heritage and of its international educational provision, St Constantine's looks to the future educating the country's – and the African continent's – future leaders. Having celebrated its 70th anniversary in 2022, it is the oldest international school in Tanzania and now the largest international school in northern Tanzania.

The leadership and management of the school are a strength. There is a happy tone and a unified sense of purpose that filters down from senior leadership. Staff are given both autonomy and structure to deliver values-based, innovative teaching and learning.

The school's senior leadership team and board of governors have a sound understanding of where the school is on its journey. They, as well as staff members, talk openly and honestly about this. The headteacher and the school's governing body are forward-thinking and committed to the next phase in the school's growth and development. The headteacher's contribution to the continuous improvement has been praised unanimously by school stakeholders. There is a keen awareness of where the school is coming from, how it has progressed and where it is going to.

Strategic and school improvement planning is purposeful and relevant (an ambitious 5 year development plan is in place). The school self-evaluation of its performance is accurate and evaluated against the BSO standards. There are clear lines of evidence to support the judgments made. This accurate self-evaluation enables the school to make targeted school improvement plans based upon a wide range of evidence gathered. This includes the schools internal and external data of pupils' academic performances. The school also seeks the views of parents and pupils through questionnaires which influence the decisions the school makes.

The school's leadership displays breadth and depth. At senior levels, leadership finds breadth in the incorporation of administrative leadership. The team adds depth in its extensive layers of middle leadership. These characteristics allow the vision and mission of the school to penetrate deeply into the fabric of the school, as well as providing the robust structure required to sustain the comprehensive and diverse range of strategies employed across the school.

The most senior team of headteacher, deputy headteacher, head of primary, head of secondary and director of administration and finance is strong. Together they articulate a clear vision and mission for the school and evince the "relentless drive" to see it delivered. The team acknowledges a contingent approach to leadership that is in line with the school's journey. Whilst perhaps once a prescriptive style of leadership was required, moving forward it is recommended that this is replaced by a more dispersed leadership style that allows for the vision to be delivered in a more cooperative manner, incorporating creative contributions from across the school.

The headteacher has been a catalyst for even more progress since he arrived at the school. His passion and ambition are clear to see, and he is able to utilise these to inspire and motivate St Constantine's International School to even greater heights.

The school's middle leaders are strong, and potentially a great strength of the school. Within its ranks, in both the primary and secondary schools, there are some outstanding practitioners and leaders. Often it is in their classrooms that one sees the very best of the school. In the secondary school, the leader of the mathematics department was especially compelling, this is already reflected in pupil performance data and the comments by the students about maths being their favourite subject.

School leaders undertake regular monitoring and evaluation of the pupils' academic performance through learning walks, book scrutiny and lesson observations. Data is analysed by the senior leadership team. It could be better utilised to inform school improvement planning if it were rationalised and simplified in order to bring greater clarity and ease of interpretation. Doing so would allow more forensic analysis of the school's strengths and weaknesses – especially in the secondary school. At the same time, such a streamlining approach may provide opportunity to develop the skills of middle leaders in the analysis of the school's data so that decisions can be informed and acted upon quickly.

Teachers seem committed to the school and passionate about their work. They talked of their part in the journey that the school is undertaking and their desire to see it through to a conclusion, or at least to the next milestone. They talked about the high quality of support they receive from the school regarding their wellbeing and professional development and of the collegiate nature of all staff in supporting and going "above and beyond".

The school's structures, policies and procedures are in place and documented. Policies are reviewed regularly by the senior leaders and the board of governors.

13. Standard 9 Boarding

Part A: Governance, leadership, and management

The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards students' wellbeing and enables the progress of every child. Monitoring and accountability is strong.

There is an appropriate statement of the school's boarding principles and practice made available to parents, carers, staff and others. It is known and understood by boarders, and works well in practice.

The school's board monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary. The soon-to-be ready new boarding facilities are testament to this. Leaders and board members demonstrate sound skills and knowledge. There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff. For example, the head of boarding attends senior leadership meetings, as appropriate. The school maintains and implements relevant policies. Relevant records are maintained and monitored by the school and action taken as appropriate.

Senior boarding staff are knowledgeable and experienced. They have undertaken appropriate training in the management and implementation of boarding; they use their knowledge to ensure that boarders' welfare is safeguarded and promoted.

There are equal opportunities for all boarders. None is discriminated against, within the bounds of Tanzanian law, or because of their cultural background, linguistic background, special educational need, or academic or sporting ability.

Part B: Boarding Provision

The school provides a homely, family environment in which boarders feel safe, secure, and comfortable. Their privacy is respected. Boarders enjoy their accommodation and mealtimes and report that their belongings and personal possessions are protected. They love being at school.

Sound sleeping accommodation is provided which is well organised and managed with ongoing assessments of risk. These assessments are documented and findings acted upon. The accommodation gives boarders appropriate privacy, taking into account sex and age. Students sharing a bedroom are able to express a preference about whom they share with. The new facilities will provide a significant upgrade.

Sound quality accommodation and equipment, with internet access, is provided. There are facilities for private study outside school hours and others, for social purposes. Sufficient toilet and washing facilities with good quality fixtures and fittings and access to hot water are provided for boarders. They are readily accessible from the sleeping spaces.

The boarding house is appropriately lit, heated, ventilated, cleaned and maintained. Reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities. The accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated. There is appropriate protection and separation between boarder accommodation and staff accommodation. Bedding is warm and clean.

The boarding accommodation is reserved for the use of those students designated to use it and is secured from access by unauthorised persons. Boarders can personalise an area of their accommodation with posters and other personal items if they choose to do so. The school's surveillance equipment (e.g. CCTV cameras) does not intrude on boarders' privacy.

Regular laundry provision is made for boarders' clothing and bedding. Students' clothing is stored safely and issued to the right boarder following washing. Boarders are able to obtain personal and stationery items while accommodated at school.

There is good protection provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity.

Appropriate quality facilities are provided for the hygienic preparation, serving and consumption of boarders' meals. This is situated in the main school, adjacent to the boarding accommodation. In addition to main meals, boarders have access to drinking water and to food at reasonable times.

Part C: Health and Wellbeing

Boarders' health needs are fully met. Their physical, emotional, social wellbeing and mental health are promoted and supported.

The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell and ensures that the physical and mental health, and emotional wellbeing of students is promoted. Prompt action is taken when health concerns are identified, including first aid, care of those students with chronic conditions and disabilities, medical emergencies, and use of prescription and non-prescription medication.

Effective arrangements are made to care for boarders pupils who are sick or injured. They can be accommodated away from other students where this is necessary to care for the child in question or to protect other boarders.

Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet, and washing facilities. The accommodation is appropriately staffed and provides boarders with appropriate privacy, taking into account sex, age and any special medical or other requirements.

St Constantine's ensures boarders have access to local medical, dental, optometric and other specialist services or provision, as appropriate. The school also engages effectively with health agencies, including specialist services as appropriate, responding in a timely manner to boarders' needs.

The school facilitates access to all relevant health and specialist services (set out above) as required. It is clear who is responsible for making emergency and routine health care appointments for students, including when consultation between parents/carers and staff is required.

Part D: Safeguarding

Boarders are safe at St Constantine's, both in the school's boarding accommodation and away from the premises. Effective measures are taken to manage safeguarding risks and protect students from harm, and to manage any incidents that do occur.

The school ensure that boarders safeguarded and their welfare promoted. All staff are fully aware that these matters are everyone's responsibility. There is an excellent boarding handbook, created with the students.

Part E: Health and safety

Effective measures are taken to manage risk and protect students from harm, and to manage any incidents that do occur. The school's experienced head of boarding and her team ensure compliance with relevant health and safety laws of Tanzania by implementing a written health and safety policy effectively. All boarding staff undertake training to ensure the policy is followed in practice.

Boarders and staff know what they would need to do in an emergency and can be evacuated safely. The school complies with and exceed relevant fire standards and laws of the host country and ensures alerting systems are accessible. There are clear evacuation plans for all boarders, subject to their needs. Fire drills are carried out at least once per term in 'boarding time'. At least one drill per year is carried out overnight.

Part F: Boarders' rights, advocacy, and complaints

Boarders are well supported and develop positive relationships with staff. They are confident in making their views known and maintain a good relationship with their family or carers. Their views, wishes and feelings about their boarding experience are sought and considered by the school. They are actively encouraged to contribute views to the operation of boarding provision. There are clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders' views are routinely considered in decisions about the running of the school. Boarders are not penalised for raising a concern in good faith.

There is an appropriate process of induction and guidance for new boarders. The school makes arrangements, with parents and carers, about who is responsible for the collection and transport of boarders at the start and end of the school term and where there is any temporary absence from school.

Boarders know that they are able to contact any member of staff with personal, academic or welfare concerns; staff know what to do if a boarder approaches them with a concern. Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both.

The school has, and follows, an appropriate policy on recording and responding to parental complaints that is compliant with BSO standards. The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.

Part G: Promoting positive behaviour and relationships

Boarders behave very well and develop healthy and respectful relationships with other pupils and with the staff. Positive behaviour and respectful relationships are encouraged and praised. Sanctions for misbehaviour are well understood and implemented fairly.

The school implements an appropriate written policy to promote good behaviour amongst all students, including boarders. It ensures that any form of bullying (including cyberbullying, prejudice based and discriminatory), at the school, is prevented as far as reasonably possible. Any occasional instances of bullying are dealt with effectively. Staff take steps to help students to overcome the impact of bullying. Boarders are supported to develop good relationships with fellow students and with staff, which are based on mutual trust and respect.

Both day pupils and boarders are encouraged and enabled to make and sustain respectful friendships both within and outside the boarding community. Staff understand and help boarders to understand what makes a healthy, nurturing relationship. The boarding experience aids and enhances boarders' development and helps them to develop excellent social skills, living skills and resilience in line with their age and their needs.

Part H: Boarders' development

St Constantine's has created a beautiful, friendly and stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative, and physical skills in an age-appropriate way. Boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. They have access to a range and choice of safe recreational areas, both indoors and outdoors. There are also safe areas at school where boarders can be alone if they wish.

Part I: Staffing, guardians, and prefects

Boarders are supervised by well-trained, experienced, and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed. To achieve this aim, the school should meet the following standards:

St Constantine's operates safer recruitment and adopt recruitment procedures, in line with the BSO standards.

Staff members working with boarders have job descriptions reflecting their duties, receive induction training in boarding when newly appointed, and receive regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. Supervision of boarders outside teaching time is sufficient in number, training and experience for the age, number and individual needs of all. The school ensures that there is a suitable number of staff (at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night. The boarders are able to contact a member of staff easily in each building at night and know how to do this.

Suitable accommodation and suitable toilet and washing facilities are provided for residential staff, appropriately separated from the accommodation and facilities provided for boarders.

Part J: Children accommodated off-site

There are no students accommodated off site.