



**British School
Overseas**
Inspected by Penta International

Inspection report

British Overseas School

**Karachi
Pakistan**

Date **28th – 30th November 2022**
Inspection number **20221128**

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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, 50 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Ciprian Ghisa and Matthew Williams.

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. 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

The school is highly effective in its provision of a modern British education in Pakistan. Leaders are visionary and strategic such that the school's performance is excellent at all levels. Pupils achieve exceptionally well by the end of year 11 and leave school with a broad range of personal, social, and academic skills. Pupils are well prepared for life after school because of the development opportunities the school provides and encourages. Teachers know their pupils well and strong relationships ensure the school's continued success.

3.1 What the school does well

There are many strengths at the school, including the:

- High standards in attainment at the end of key stage 4 in external exams, and across the school;
- The strong relationships that exist between all staff and pupils in the school;
- The relevant, broad, and innovative curriculum;
- A wide range of extracurricular provision that enables pupils to become confident, and well-educated global citizens;
- A staff body who feels empowered, supported, and happy to work at the school;
- The creative and inspirational use of the school's shared spaces;
- A sense of pride in the school, by all stakeholders;
- An inspirational school leader who is fully committed to the success of the school in challenging and often difficult circumstances.

3.2 Points for improvement

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

1. Further develop teachers' skills to plan tasks that engender in pupils an infectious enthusiasm and enjoyment of learning;
2. Continue to develop the school's premises so that the school can offer facilities that are matched to the highest standards internationally;
3. Further promote all stakeholders' understanding of the British values of equality, diversity, and inclusion in an international context.

4. The context of the school

Full name of school	British Overseas School		
Address	AL 7/8 14 th & 15 th Lane, Khayaban-e-Hilal, Phase 7, DHA Karachi		
Main telephone #	021-111-267-267		
Website	www.bos-karachi.org		
Email	admin@bos-karachi.org		
Principal	Mr. Andrew Williams		
Chair of board of governors/proprietor	Mr. Mohammed Rajpar		
Age range	3-16 years		
Number of pupils	Total = 312	Boys = 170	Girls = 142
Pupil numbers by age on date of entry	(0-2 years) 18	(3-5 years) 57	(6-11 years) 143
	(12-16 years) 94	(17-18 years) None	(18+ years) None
Total number of part-time pupils	None		

The school was originally established in 1958 as a primary school to provide for the families of British expatriate families living in Karachi. When many British families left Karachi, the school adapted its' admissions procedures to enable children of local Pakistani families to attend the school. Now almost all pupils are nationals of Pakistan, or hold dual nationality with countries such as US, Canada, or UK. Most pupils enter school with some understanding of English. 92% of pupils speak English and other languages at home, such as Urdu, Sindhi or Punjabi.

The school continues to hold a well-established reputation as a British, English medium school in Karachi. The school operates as not for profit and is regulated by the Pakistan centre for Philanthropy. (PCP) They inspect the school every 3 years, granting the school its' charitable status. A board of governors oversees the school's strategic direction. The school's principal has been in post at the school for the past 17 years.

The school is sited in a wealthy residential area of the city. The secondary section was added in 2005, however, space is limited. Any further expansion of the accommodation on the site is unlikely. Pupils are from upper middle-class families who seek an excellent quality British

education in English medium. Pupil mobility is high as often families travel to western countries such as USA, Canada, or the UK, to be with extended family members residing overseas.

The school has many contextual challenges beyond its control that impact upon the day-to-day business of the school. The governance of Pakistan lacks stability and there are high risks of civil unrest, kidnapping and terrorism. Therefore, security at the school is high and recruiting overseas staff is problematic. In the locality poor quality of water supplies, drainage, sanitation, electricity, transport networks and high levels of pollution contribute to elements of risk. A government ban on imported goods further restricts the school's ability to source quality resources from overseas.

4.1 British nature of the school

- The school delivers the English national curriculum (ENC)
- The school delivers the early years foundation stage (EYFS) curriculum in pre nursery, nursery, and reception classes
- An UK approved phonics programme is taught to pupils in EYFS and key stage 1
- Standardised assessments are sourced from the UK and results benchmarked against standards in schools in England and Wales.
- The school promotes British values through the school's vision, curriculum, teaching methods, extracurricular activities, and displays
- The schools' board of governors replicates that of a UK school
- The British High Commissioner in Islamabad, is the school's patron and the British Deputy High Commissioner in Karachi, is a member of the school's board of governors.
- The country director of the British Council is a member on the board of governors
- The senior leadership replicates a British school structure
- Policies mirror those required by UK government schools
- The school is well resourced in materials that are in use in British schools
- Libraries are stocked with British literature and reading schemes are UK sourced
- The opportunities for pupils to explore contemporary issues such as sustainability, reflect best practise in UK schools
- The opportunities for older pupils to take on leadership roles and to act democratically and influence the day-to-day running of the school
- The house system, rewards and sanctions replicate those in use in UK schools
- The school shares British cultural events, such as the platinum jubilee celebrations and the funeral of the late Queen Elizabeth II
- A majority of teaching staff have UK qualified teacher status, and have recent experience of teaching the English national curriculum
- The school has hop scotch and other traditional English games available for pupils to play at break times
- During the inspection, a Christmas tree was displayed in the entrance hall.

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

The quality of education provided is excellent.

5.1 Curriculum

The quality of the curriculum is excellent.

The school offers the English national curriculum and early years foundation stage, adapted to meet in part, requirements of Pakistan government directives. Plans along with schemes of work detail progression and continuity. These include references to where extra support is available to ensure every pupil can make progress.

In early years and key stage 1 the curriculum follows the early years foundation stage and English national curriculum. There is a strong focus on acquisition of phonics and embedding in key stage 1 good writing skills, so that handwriting is legible, spelling, punctuation and grammar is accurate. Pupils have many opportunities talk about their work, read, write, and use practical apparatus to embed mathematical concepts. Play is used effectively in EYFS to engage pupils in learning, increase vocabulary, and ensure development of skills across the seven areas.

In years 3-5 the curriculum is delivered through separate timetabled subjects taught by a specialist teacher in maths, science, English, IPC, music, PE, art, and languages. This ensures teachers have strong subject knowledge and maintains curriculum progression between different year groups. A classroom assistant and support teacher ensure the pupils have continuity of care throughout the day. They ensure pupils transfer themselves and their belongings to another classroom. The school reported that this approach eased pupils into the rigours of the secondary timetable. It also improved teachers' in-depth knowledge of one subject across three-year groups, thereby improving teachers' abilities to differentiate tasks beyond age expectations.

Primary teachers deliver lessons using the International Primary Curriculum (IPC) which has a wealth of engaging and relevant resources. For example, a year 2 class studied the designs of different world cup stadiums built for the football world cup in Qatar. Primary pupils talked positively about project-based learning, the Showbie portal and book creator app which complement learning in school. Pupils are encouraged through these apps to continue their learning at home.

In secondary and year 6 specialist teachers deliver all lessons as separate timetabled subjects. Pupils in key stage 4 choose a maximum of 11 exam subjects. The 3 sciences,

English language, and English literature as well as maths are mandatory ensuring pupils are well equipped academically. Maths groups are set by ability from Year 9 onwards, to enable more able mathematicians to follow a course of deeper study.

The breadth of the curriculum enhances pupils understanding of the world. Pupils are expected to study the languages Urdu, Mandarin, and French from reception class to end of year 9 – a choice between Mandarin and French is offered at the end of Year 8. Humanities lessons are adapted to make reference to local and regional contexts. Sing-Along classes ensure primary pupils can enjoy music and learn a repertoire of songs. Physical education, including swimming, is taught to all year groups. Religious Education is focused on the comparative study of 6 major world religions. The school offers PHSE through class or form tutor time, timetabled PSHE classes and through a broad range of other activities. Learning garden classes offered in KS3 help pupils learn more about healthy nutrition as well as about the environment. Global Citizenship offers older pupils' opportunities to debate global, political, economic, or social issues. KS4 pupils participate in the non-examined 'Changing Minds' programme which covers three modules, Leadership, Nutrition and Social and Emotional Learning. This is provided as an alternative to the rigours of examination subjects and to broaden pupils understanding of relevant issues.

The curriculum is complemented by an excellent enrichment programme that offers pupils the opportunity to develop their individual passions and skills at an advanced level. The broad provision of extra-curricular activities for both primary and secondary pupils include instrumental tuition, 2D animation, badminton, gymnastics, robotics, aeronautics, mathematics, pottery, debate, drama, baking, woodworks, music, or tech-business, where pupils are taught the fundamentals of creating a start-up. The Duke of Edinburgh award scheme is offered, and pupils have been successful in achieving awards. Annual school productions, such as 'Mary Poppins' and 'The Lion King' in primary and 'Fools' and 'The Matchmaker' in secondary enable pupils to learn drama skills and enjoy working as a team.

A few pupils who are identified as requiring a special curriculum that meets their needs are identified upon admission. Pupils are formally assessed so that their individual needs can be diagnosed and targeted. An individual education plan is created which details the provision. This is reviewed regularly so that targets set can be reviewed. A few pupils receive additional support when the teacher has identified that the pupil requires support. This is supported through work in class with pupils. The school promotes a wide range of competitive events for pupils to enter. Key stage 4 pupils enter the 2022 Beaver Computing Challenge; all Year 9 pupils registered for French, sit in DELF tests, and pupils received medals in 2022 Education Perfect competition. Pupils were awarded certificates of distinction in international competitions in Mathematics 2021 CEMC; and in 2022, KS3 pupils obtained medals in 2022 BSME Junior Humanities and science competitions. The school is an active

member of the Round Square association of schools which further promotes opportunities for healthy competition and debate.

Other extra-curricular opportunities take place in the school holidays, such as summer camps and winter camps provided by the school. A few after school clubs are offered late into the evening and on Saturday mornings so that the school is fully operational for pupils throughout the week.

Offsite trips and visits take place throughout the year to enhance the curriculum. Locally pupils have visited the British Council library in Karachi, participated in camping trips and visits to local studios. Overseas trips have enabled pupils to attend Round Square events and conferences, Duke of Edinburgh expeditions and compete in regional competitions. Countries recently visited include, UK, Oman, Thailand, Canada, USA, Cyprus, Italy, UAE. An annual residential trip is offered to all secondary pupils.

Career guidance is offered to older pupils during form time. With this in mind, Unifrog software is ready to be launched in the new term. Invited visitors to the school, suggest pathways and guide pupils in their career choices. Motivational Mondays are sessions where ex pupils or local visitors are invited to present a short talk to secondary pupils. During the inspection, a lead speaker from the Maritime Archaeology and Heritage Institute presented to secondary pupils on environmental issues over the lunch break in the patio area. The school supports all pupils as they move up to key stage 5, working closely and liaising with teachers at the next school. Most pupils transfer to a local larger well established grammar school aiming for university places overseas.

5.2 Teaching and assessment

Good teaching is evident across the school. Elements of outstanding teaching were observed where teachers have strong subject knowledge and set clear outcomes for pupils. On a few occasions where weaker teaching is observed, often when staff are new to the school, they are fully supported to improve. This ensures that pupils receive good quality teaching and assessment information is reliable.

Lessons are well-planned and increasingly incorporate the Round Square discovery framework. This encourages teachers to embed in their lessons activities that develop the skills of inquisitiveness, appreciation for diversity, problem solving, inventiveness, tenacity, or self-awareness.

Across the school teachers use a wide range of methods and approaches to stimulate interest and encourage pupils to think and learn for themselves. Specialist teacher subject knowledge is strong and used effectively, to ensure pupils are well prepared for the next stage of their education. Teachers know the individuals well so that assessment is used effectively to target where pupils may need more support or extra challenge. Teaching assistants and assistant teachers are in place in primary classes to support pupils with organisational skills and behaviour for learning as well as to extend the more able pupils. In selected secondary school lessons, two teachers are appointed to ensure challenge is in place for more able pupils, and progress is strong. In early years, the teachers demonstrate and model the positive values, attitudes and behaviours expected from children. They plan activities that widen children's experience and raise expectations. In reception children were observed mixing porridge in their play and building a house out of large construction blocks. Well established routines create a safe environment where children can gain confidence, learn through play, and develop. Children in nursery class self-register on arrival.

There is an expectation that reception children enter at the main gate and walk into school independently. Teaching assistants are used effectively to engage with children in their outdoor play in pre nursery and nursery, although this was less evident in reception class. In reception pupils talked about their work on houses and homes. They write their own name and talk about the purpose of the task. Phonics is delivered effectively such that children know the sounds and are beginning to blend these in their writing in reception.

Teachers regularly observe and assess children's development using the early learning goals. They use this to plan the next steps and record observations in individual learning journeys. These are shared with the child and the parent and are an appropriate base of evidence on which to assess a child's level of development. Formal assessment records are completed at the end of term 1.

In key stage 1 teachers plan tasks that meet the needs of their pupils and enable pupils to make progress. Pupils in year 2 wrote about what they wanted to be for a day and supported their choices with reasons. 'I want to be a driver because I can drive to the countryside.' Teachers provide pupils with a range of support materials such as word banks and prompts on tables and around the room. They set high expectations regarding the presentation of work and quantity produced. Pupils work is displayed to a high standard and indicates the pride teachers have in the work that the pupils produce. A display of 'dream jars' by year 1 pupils were filled with annotated drawings of chocolates, gold, snowflakes, and a princess pillow. Pupils in year 1 role played with plastic coins to visit the shop to consolidate learning about the value of English coins. Pupils read regularly, from a wide range of reading scheme books and reading diaries are completed regularly and shared with parents.

Assessment in key stage 1 is ongoing through effective marking and feedback. This ensures pupils know when work is right or wrong and maintains high standards of presentation in workbooks. Prompt timely feedback enables pupils to succeed.

Teaching of year groups 3,4 and 5 engenders happy, positive pupils because of the enthusiasm of staff. Classrooms are lively with pupils fully engaged in tasks set. This was most evident in core subjects' numeracy, literacy, and IPC. Pupils talked about IPC as the most popular subject because they learn new facts and can relate this to other subject areas. Pupils enjoy the opportunities for collaborative working and interaction. In all classes in key stage 2 assistant teachers and teaching assistants were used effectively to support pupils in their learning. Progress was evident in all lessons observed. Teachers use assessment information to inform planning, so that tasks are closely matched to ability and provide an appropriate level of challenge. Parents are also engaged in the learning process and close links are maintained through homework diaries.

Secondary specialist teachers understand the demands of the examination syllabus, and plan lessons to ensure pupils are very well prepared. Most teachers deliver lessons that maintain pupils' interest, and this was employed most effectively in English, maths, and humanities lessons.

In the strongest lessons in secondary, shared learning objectives are clearly linked to success criteria. Excellent questioning supports the development of critical thinking, and a variety of challenging activities are prepared by teachers. Pupils are asked regularly to explain their answers. In a Year 9 English lesson, the pupils had to identify descriptive features in a text by Lee Martin. More able pupils were expected to compose an effective paragraph, using the features of descriptive writing employed by the author. Peer-assessment ensured lively discussion and prompt feedback against the success criteria.

In a few lessons in secondary the pace of the lesson is slower and there is a lack of challenge for more able pupils. A few teachers miss the opportunity to give timely constructive feedback or use self or peer assessment to engage pupils in the feedback process. Where teachers give detailed feedback to specific assignments, pupils talked about how this helps them to understand what is required of them in the exam. However, across year 6 and secondary classes feedback provided to pupils was inconsistent. Feedback in all its' forms was used most effectively by teachers where pupils were preparing for examinations.

To support formal and teacher assessment, the school employs the MidYis and Allis CIE CEM assessment systems. The teachers have relevant baseline assessment data to guide their planning. Internal assessments are regular. Currently, the school is also exploring the introduction of formal target-setting using the baseline data. In key stage 4 pupil's attainment is regularly monitored, and the teachers provide pupils with verbal feed-back as well as with individual support activities during breaks.

5.3 Standards achieved by pupils

The standards achieved by students are excellent.

Across the school standards of attainment are high. This is evident in the external exams completed in year 11 and in the summative tests completed by pupils at the end of each year.

Pupils' behaviour is exemplary. They are confident and articulate and take on roles of responsibility with enthusiasm. They act appropriately towards one another. Pupils are very respectful of staff and are very proud of the school. Standards in punctuality and attendance are good. The school promotes punctuality through consequences for persistent late arrivals.

In early years most pupils enter school at, or above the expected level of development for their age. The work they produce is in line with age related expectations across all areas of their development. They speak fluently in English and have a good level of understanding such that language is not a barrier to learning for most pupils.

In primary pupils' work at or above age-related expectations. This was evident in pupils' notebooks and in lessons observed. The standard of reading is high, due to regular opportunities for pupils to read at home and at school. Such that by the end of key stage 2 in 2022, 87% of Y6 pupils were reading at or above their age-related level and exceeding UK standards. Pupils are given many opportunities to write and standards of presentation in written work is high.

Pupils throughout secondary school display a high level of English, they are articulate and confident in their communication abilities. Pupils make good progress across the secondary school, and the standards achieved by the pupils at the end of KS4 are outstanding. In 2022 iGCSE a majority of pupils were awarded A or A* across 8 subjects. English, mathematics, economics, and history attained exceptionally high results and every pupil who studied iGCSE Urdu achieved an A or A*. This resulted in pupils receiving the Pearson Edexcel High Achievers awards.

Pupils consistently achieve excellent results in international competitions. Pupils recently have received awards in MFL, mathematics, humanities, and science, competing against other pupils based overseas. The school's debate team achieved first position in competitions in New York and Rome.

Pupils are polite, well behaved, and motivated as learners. They have the personal and social skills needed to move successfully to the next stage in their life. They are ready for the challenges of the A-Levels. Career guidance is offered throughout KS3 and 4 by form tutors, the school counsellor as well as external guest speakers.

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

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

Pupils have many opportunities to develop as self-confident and responsible human beings, prepared to make a real difference in the world. This is promoted through the school's strong implementation of the school's vision, ethos, curriculum, and well implemented behaviour policies, pupils' code of conduct and pupils' rights. Relationships between staff and pupils are strong and empowering. Pupils' exemplary and respectful behaviour enables individuals to develop to their full potential, in an environment where risks can be taken, and lessons learnt.

As part of the Round Square Schools organisation, the school promotes activities around 6 ideals: internationalism, democracy, environment, adventure, leadership, and service. The strong representation BOS has in the Round Square organisation creates effective links with aspiring schools around the world. This enables pupils to be involved internationally in high quality collaborative projects and participate in conferences globally. This broadens pupils' social networks and gives them opportunities to meet with pupils who may be from quite different cultures than their own.

Positions are available for pupils to be elected as prefects, as head of school or house captain, and to the school council. These positions enable pupils to develop skills in leadership, democracy, and representing the views of others. They influence the business of the school. A fully embedded house system is in place, named by pupils after 4 significant historical groups in world history. Spartans, Iroquois, Vikings, and Mughals. The house points cup is awarded to the house with the most points and ensures healthy competition in house events, such as sports day. An Enrichment Challenge also provides further competition where pupils prove their skills and talents in 18 challenges sustained throughout an academic year.

Celebration of success is a constant practice, awards such as superstar, bravery awards, golden certificate, and the fair play award. These acknowledge when pupils exceed expectations in a particular aspect of their development. Achievement assemblies take place regularly.

Pupils can learn about themselves and others through working to achieve the Duke of Edinburgh award. This is also offered to pupils in primary through the Junior Dukes programme. Pupils participate in the Model United Nations. They have opportunities to participate in community service programmes, supporting local schools, orphanages, and local hospitals where children suffering from terminal diseases are receiving care. A 'bake for a cause' bake sale was taking place during the inspection visit led by the PTA.

During the inspection secondary pupils led fundraising events to promote world environment day. They organised activities that other pupils paid to take part in. These included activities

such as nature bingo, painting tote bags, and making jellyfish out of plastic bottles. This raised money as well as awareness of environmental issues. Pupil leaders also presented speeches around the issues raised to older pupils.

Almost all pupils are either Muslim or Christian. The school supports pupils' spiritual development through time for reflection, and respect for and understanding of other faiths. Pupils are encouraged to ask questions where there may not be an easy answer, to acknowledge that there may be a meaningful connection with something greater than self. Pupils are given many opportunities to connect with the natural environment and experience awe and wonder through the breadth and diversity of the curriculum experiences that the school offers.

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

The welfare, health and safety of the pupils is excellent.

All procedures and policies connected to the welfare, health and safety of pupils are robust and implemented rigorously. Policies and procedures are dynamic and reflect the changes in the locality, many of which are related to natural hazards, or beyond the control of the school. Records relating to health and safety checks are appropriately maintained and stored.

Security of the site is a high priority and security staff, of which there are many, are vigilant. The perimeter of the site is guarded discreetly. Armed guards remain watchful from an elevated tower, particularly at busy times and when pupils are present on the site. Security guards maintain a presence 24/7 to ensure that the school's site is secure. Security personnel also accompany all school trips, both day and residential.

The school employs an external security agency, in addition to the security guards employed by the school. CCTV is monitored. The school's head of security has a military background therefore understands the high level of security required and maintains a strict approach to any person who is armed. Parents, and their guards, must remain in their vehicles if carrying guns. All security staff who have access to guns as part of their daily routine receive regular training in safe handling, storage, and use, at least 4 times a year.

All staff use a facial recognition system to register their presence on the premises. All parents or their staff carry a school issued photo ID card which also identifies the pupil by photo ID. Visitors to the school, sign in and wear lanyards so that they can be identified. Arrival and departure procedures are thorough and adapted sensitively to the local context whereby security is a main priority. Primary pupils are collected from the school hall at the end of the day. There is a deliberate staggered departure time of pupils. A one-way system for parents' vehicles at drop-off and pick-up times prevents congestion of vehicles.

The school has a safeguarding team of 3 staff members, with the head of primary level 3 trained as designated safeguarding leader (DSL) for the school. A recently recruited teacher from the UK has ensured that all staff are updated in the latest UK standards in keeping children safe. Safeguarding training is mandatory for all staff members coming to the school. This includes ancillary staff, extra-curricular coaches, and trip leaders. When working with outside agencies for trips in particular, staff from these agencies are required to undertake the school's own safeguarding training prior to working with the school.

Where concerns arise around pupil's safety, the DSL and team work to support families where possible. Support from external authorities is not always immediately available. Staff are also fully informed and briefed about the potential threat of radicalisation amongst pupils, in line with the UK Prevent initiative.

Pupils understand 'teasing as opposed to bullying' and reported that bullying was rare at school as did parents. A recent anti bullying week had highlighted to all pupils the meaning of bullying and the school's zero tolerance of bullying behaviours. Parents reported that on the few occasions that bullying happened it was dealt with sensitively and promptly by the school's leaders.

Pupils are very happy in school and feel safe and cared for. Y11 pupils talked about not wanting to leave. A strong feeling of trust pervades the school. The principal and senior leaders maintain a teaching timetable which enables them to have regular direct contact with pupils and stay informed. Secondary school pupils valued this time to talk with the principal during the timetabled Changing Minds sessions and the General Studies classes.

A well-resourced medical room with 2 qualified staff ensures pupils needs are met when they are unwell. Parents are promptly notified when their child is ill in school. Notifications such as a 'bump on the head letter' are established so that systems around pupils' health are strong. Parents also use the school clinic when they have a concern. The school operates in an area where dengue fever can be a cause for concern. The nurses are vigilant for all local diseases and report to parents promptly on health issues in the community. The school's nurses support local vaccination drives and support teachers with health-related topics in the curriculum.

Pupils are taught how to stay healthy through regular PE sessions weekly and activities in school which promote health and wellbeing. A patio event around men's health took place during the inspection and recently the school held similar events regarding women's health issues for older pupils. Sports events are well supported, both competitively and as extra-curricular activities. The school's nurses help deliver aspects of the curriculum related to pupils' health and well-being where teachers request support. They are yet to lead workshops to parents on health-related issues.

The school canteen offers healthy options, but most pupils bring in food from home to consume at break times. The school has a healthy eating policy in place and nutrition is included as part of the Changing Minds programme for key stage 4 pupils.

A school counsellor maintains links with parents and requests support from external practitioners when it is required. All pupils in secondary are required to meet at least once with the counsellor as part of the school's approach to supporting well-being. Older pupils are offered sessions to learn about healthy relationships in line with the sex and relationship programmes offered in the UK, but with cultural and contextual adaptations.

A culture of continual risk assessment is embedded across the school such that staff are responsible for risk assessing their own teaching rooms. Staff are fully trained in health and safety procedures Risk assessments are in place for all off site trips, events and areas of the school deemed to be high risk. They are monitored by the school's head of security as well as the heads of school.

The fire and evacuation procedures are comprehensive and robust. Escape routes and fire exits are clearly signed. The fire alarm system is fully maintained, and the school carries out termly fire drills. For both fire and evacuation, the school field is used as the muster point and the designated area for all classes is clearly signed on the perimeter walls.

The school considers creatively its evacuation procedures where challenges exist. For all rooms located below ground level, extendable ladders are available to enable exit through the high-vented windows. A series of lock down gates are in place so that sections of the school can be secured quickly, if necessary. To ensure swift evacuation of the site, pupils are allocated to a small group with 2 adults assigned to each group. This enables very swift evacuation of small groups of pupils to places of safety beyond the school, should the need arise.

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

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

The school is vigilant in ensuring that all staff who work at the school are suitable to work with children and are appropriate for the role. A staff handbook is in place which details procedures for staff recruitment, induction of new staff, systems for staff post arrival, probation, and reviews. This clear documentation ensures that school's HR staff are clear in their duties.

A single central record is in place which details the checks for all staff who work at the school, this includes teachers, support staff, volunteers, governors, and contractors. The school does not employ supply staff. The checks made are related to identity, medical fitness, qualifications, DBS checks for staff recruited from overseas, police checks for local hires, VISA details and reference checks.

Recruitment procedures are thorough. Advertisements to recruit staff to the school contain a sentence that indicates the school's strong commitment to keeping children safe. Once an applicant for a teaching position or senior management position has been considered suitable the principal will first meet with a candidate online. At this point the principal first assesses the applicant's suitability and explains the cultural context. This ensures staff who are appointed from overseas are fully understanding of the role and the challenges in Karachi.

Once an applicant is considered suitable two references are taken up, one which must be from the applicant's previous place of work. The school may follow up references with a phone call. Organisational email addresses are requested from applicants when seeking referees. The same system is in place for local hires. The school may also consider further background checks using social media to check on a person's identity.

All staff are given a code of conduct, which they must sign to say they have read and understood before they commence work at the school. These documents are specific for roles within the school, such as a code of conduct for teachers, administrative staff, ICT systems manager, and the facilities manager. These clearly state what is expected of staff and detail the expectations around professional conduct, so that it is clear at the outset.

There is a robust system around induction and probation so that the school can monitor and ensure the staff appointed are suitable to work in a school and are well suited to the role to which they have been appointed. A period of 1 week is given to induction for all new staff, during which they are trained in the school's systems around safeguarding, administration, and teaching. During the probationary period regular checks by the schools HR team take place after the first week, first month and then formally after 3 months. This ensures the school has opportunities to check that the member of staff is very well suited for the school.

As the school is a small community, staff get to know one another and are very supportive of new staff. Personal relationships are strong. This enables the school to further monitor closely the suitability of staff and where there are concerns around keeping children safe, these are investigated. The school fully supports staff who are joining the school from overseas, in both work and personal life. New staff, both local hires and from overseas, talked about the strength of the support that the school has given, to enable staff to work to their potential. New staff from overseas also talked about the challenges of the cultural context and how the school prepared them for this before arrival.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the required standard for BSO and are good.

The school's buildings although aging and well used, are maintained to a high standard and are clean and tidy. The school's accommodation and external areas provide a safe and suitable environment. Creative use of shared spaces such as the learning garden, the patio area and the basement are used very effectively to promote learning. Displays in the primary section, enhance the corridors and shared areas.

Fixtures, fittings, and furniture are suited to the educational needs of the school and are of high quality and are in good condition. The school benefits from having an onsite maintenance team that includes an electrician and a plumber to deal with any maintenance matters quickly and efficiently. The recently replaced floor area of EYFS area has improved the area and is part of a longer-term plan of refurbishment for the whole school.

The central school hall is used for primary or secondary assemblies, events, and school productions. Although this space is not large enough to host the whole school. The hall has audio and lighting equipment and stage area suitable for school productions. Specialist rooms are well equipped for science, art, music as well as two IT labs, which are monitored by CCTV and have an onsite IT technician. The school's central hall and the basketball gymnasium provide sufficient accommodation for physical education activities. A grassed area in front of the school is also used for sports events and athletics. Pupils are taken off site for swimming lessons and athletics. The school has two well stocked libraries, one used by EYFS and the main library, managed by a librarian. Wheeled book cases in the library enable creative adaptation of the space in a school where space is at a premium. Office space, and rooms for staff to use at break times are appropriate.

A fully equipped and spacious science lab meets safety requirements to UK standards. It is equipped with necessary safety features, including an eye wash station. An integrated gas supply enables the use of Bunsen burners. When pupils have completed mandatory safety training, they are issued with a Bunsen burner licence. An adequate fume cupboard is in place and this along with other fixtures are well maintained and regularly checked by an outside specialist provider. The science lab has a full-time lab technician. A dedicated storage area for safe storage of chemicals is provided and is not accessed by pupils.

Cleaning is maintained to a high standard throughout the day. The school benefits from an onsite electrician and plumber as well as generators that operate during power outages. All portable equipment is regularly inspected and maintained to standards above the local government requirements. Recently all perimeter walls of the campus have been raised in accordance with the latest government directive.

The school has the required number of toilet and wash facilities for both pupils and staff. Toilets and washrooms for each section of the school are appropriate. Drinking water stations are plentiful and clearly signed around the school. The school's clinic is well equipped, with two beds, first aid supplies, a fridge, and a sink. The clinic lacks outdoor ventilation and the toilet facility although nearby, is not adjacent to the clinic.

Lighting and air conditioning systems are appropriate and well maintained. All processes for ensuring that health and safety aspects of the school's accommodation are in place, implemented fully and routinely checked. Adequate drainage systems for the dispersal of waste and surface water are in place, although areas of the school are at risk of flooding. Flood barriers can be quickly put in place at both entrance gates, but this is an issue always under review. The school ensures that there is no standing water on site and fumigates the premises weekly to reduce the risk of the transmission of dengue fever.

10. Standard 6

The provision of information for parents, carers, and others

The provision of information provided by the school to parents, carers, and others.

Parents have a wealth of information upon which to draw provided by the school. A regular newsletter is sent to each family via email. This describes news events that have recently taken place and reminds parents of future planned events. Class bulletins relevant to learning activities in individual classes are emailed to parents. Notice boards around school display information, parents and older pupils are encouraged to check these regularly. Parents receive a parent's handbook when their child joins the school which is relevant and useful. The school also contacts parents via text messaging. The school's website is informative and contains details about the school.

In EYFS and primary class parent coordinators (CPCs) act as links between home and school. A reading homework diary is a daily link in which parents and class teachers maintain written contact. This is checked daily by staff in primary so that the parents of primary children felt confident that messages are communicated quickly. Older pupils are expected to be more independent and the links between home and school are less regular. Parents of older children, whilst understanding that the school is trying to instil a level of independence in pupils, felt that more regular communication particularly regarding curriculum coverage would be useful.

Parents are considered as partners in their child's education and therefore there is an expectation by the school that parents attend the meetings the school organise. Orientation meetings are held at the start of the academic year so that each parent can meet their child's teachers. Teacher conferences are held termly and parents, and pupils are expected to attend. Workshops which ensure parents are fully informed of teaching methods are provided regularly by the school. As attendance is expected, almost all parents attend the workshops.

The school reports formally to parents. This varies related to the age of the pupil. In EYFS learning journeys record the pupil's individual journey in words and pictures towards achieving the early learning goals. This is a treasured record of the child's attainment of significant milestones and is shared with parents at the end of EYFS. In primary and secondary detailed reports of a pupil's performance in academic and learning skills, such as attendance, homework and behaviour is provided twice a year to parents and distributed to parents before the parent teacher conference. At the end of the year a summary is provided to parents regarding pupils' performance over the year. All key stage 2 and secondary students are given half termly updates on their performances via 'effort and attainment grades'. The school does not set predicted grades but aims to get the best out of every pupil through close monitoring of pupils' performances in key stage 4 and ensuring all pupils can meet their potential.

Parents reported that teachers' support for pupils during the pandemic strengthened the relationship between the school and its community. It was a valuable source of information at a difficult time.

The school offers outreach support to potential new parents through the provision of a 'Small Wonder' session held in the pre nursery class three times per week. This allows mums to visit the school with their child to play. A parent visiting at the time of the inspection valued the opportunity and said that she and her toddler really loved the opportunity to visit.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school handles complaints through the implementation of its complaints policy and acting quickly to resolve concerns that are raised by parents.

The complaints policy states clearly the aims of the policy. It is written for parents to be able to raise complaints with the school in a manner that ensures fairness and integrity for all concerned. There are clear stages in the process. The final stage results in the complainant raising their complaint with the school's board of governors. The policy states that board members who investigate the matter will not previously have been involved in the matters raised. Parents may attend the meeting arranged by the board appointed to investigate the matter and may be accompanied if they so wish.

A complaints log is in place. In all cases since the start of term, the complaints raised by parents have been via email and have been resolved at the first stage. In most cases the complaints are dealt with in less than 3 days by senior leaders. Most complaints logged raised issues around behaviour.

Parents stated that complaints are dealt with very quickly at the informal stage and resolved. They stated that most parents will contact the school via email or text messaging. Concerns can also be raised by telephone and in most cases, these are resolved without becoming a complaint. Parents and pupils felt that they knew who to raise a concern with, and confident that it would be resolved quickly. Parents reported that the class parent coordinators (CPC) are extremely useful at ensuring parents are informed about school events and this strong line of communication ensures parents are informed, so that complaints about school events, and expectations are rare. The parent handbook also details the parents' complaints procedure.

The school also lists pupils' rights and their responsibilities and obligations. Pupils can appeal to a teacher if they feel their rights are being infringed. A clear list of pupils' rights is detailed in the homework dairy and parent handbook. A staff grievance policy is in place and along with the staff handbook this ensures staff understand how to raise a complaint or concern.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent.

The school is owned by its body of parents. All parents join the British Overseas School Association but transfer decision making regarding the strategic direction, leadership, and management of the school to the board of governors and the school's principal. The board of governors acts constitutionally to represent the parent body. The board replicates a board of governors in a UK school. The chair of governors is a well-established business man in Karachi, a parent, and an ex-pupil. He acts to support the school's principal in matters in the community and as a critical friend, asking questions and challenging decisions made by the school. As a result, plans are relevant, purposeful, and focussed on the school's priorities.

The board meets 4 times a year for full governing body meetings and regularly as sub committees. These deal with several aspects of the school's business such as security, governance, finance, teaching, and learning. Together they ensure that all policies and plans are in place and reviewed regularly. External auditors review the schools accounts and close attention is paid to the sustainability of the school's finances. Governors have attended training courses in the middle east regarding the governor role and safeguarding. Governors understood what was required of them and had a range of skills relevant to their role.

The board and school principal lead the school well, they have an accurate understanding of the school and the challenges that it faces. The school's principal has been established at the school for many years and fully understands the strengths and the challenges that the school faces. He works strategically with the members of the board to ensure that the school maintains a high reputation within the region. The school's principal has designed creative and aspirational plans that have ensured that there are strategies in place to overcome barriers around recruitment and retention. The school has a 5-year plan in place that is detailed, purposeful and contains objectives that will enable the school to develop and improve over time.

The school's leaders due to the small size of the school have a very close working knowledge of the school's business. They work effectively to ensure the school continues to develop and stay up to date, in a region where there is little support from external sources.

Teachers stated that the professional development that the school provides helps them to improve their practice and that meetings held are useful and informative. The collaborative and supportive attitude of the middle leaders ensures excellent collaboration between different school departments and divisions.

Monitoring of the quality of teaching and learning is supportive and empowering. One teacher new to the school said she had learnt more in this school in the past 3 months than she did in

three years at her previous school. Staff are encouraged to talk about what they do, learn through taking risks and focussing on pupil progress. Learning walks take place regularly and focus on pupil engagement.

Staff are encouraged to develop professionally and are given opportunities to complete courses online and through BSME. Teachers talked about the freedom to try out new ideas and learn through discussion and sharing ideas. Secondary teachers talked about developing a more cross curricular approach to make the learning relevant for pupils.

The systems of managing teachers' performances are based upon a UK system and teachers stated that feedback from these sessions were useful. The school has a strict approach to ensuring teachers have a sensible work life balance and teachers valued this. Staff mobility is low. Teachers stay at the school as they value the supportive work ethic that pervades.

The school runs smoothly with a clear focus given to the well-being and security of staff and pupils. The school's leaders are proactive. Although the head of primary was new to role, she had a clear understanding of the plans that needed to be put in place to ensure continued success of the department.

At all levels support staff, teachers and leaders know pupils as individuals. They know each pupils' strengths and areas to develop. As a result, pupils flourish, fulfil their potential and develop their personal qualities to the full. Pupils enjoy school, although most primary pupils stated break time as a favourite time of the day. Pupils enjoy social contact and the relationships they have with each other and their teachers, in a safe and supportive environment.