



**British School
Overseas**
Inspected by Penta International

Inspection report

British School Dhahran

KSA

Date	14th – 16th March 2023
Inspection number	20230314

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

The lead inspector was Ciprian Ghisa. The team members were Isabel Olley, John Stapley, and Alifya Taher.

2. Compliance with regulatory requirements

As a result of this inspection, British School Dhahran (BSD) 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

BSD is an excellent school committed to its continuous improvement process. It provides a high quality of education and care, achieving excellence in many aspects of school life. The students' attitudes to learning and their behaviour are exemplary. The standards achieved by the students are very good across all key stages and outstanding in key-stages 4 and 5. The extra-curricular activities are a significant strength of the school. Cultural and social development of the students is outstanding. The leadership and management provided by the principal and the heads of primary and secondary are very effective, supporting a positive culture of cooperation and compassion, supporting everyone to thrive and to develop their own character strengths. The school is very well integrated into the International Schools Group (ISG), while maintaining its own identity. The superintendent acts like a very effective critical friend, ensuring that the school's development goals are met.

The school has made very significant progress since the previous inspection in 2015.

3.1 What the school does well

There are many strengths at the school, including the following:

- Strong relationships between staff and students throughout the school.
- The British ethos and nature of the school is a draw for parents.
- The caring and family nature of the school is evident and valued by the school community.
- Students are aware of and work towards the core values of the school, as well as critical thinking, collaboration, and open mindedness.
- The large variety of leadership and student voice opportunities available for students.
- Enquiry and project-based activities that stimulate learning and challenge the students to think critically.
- Implementation of the PERMAH positive psychology model with a core focus on improving students' mental health and wellbeing.
- The wide-ranging after-school enrichment programme as well as trips and further opportunities that provides a platform for students to follow their individual interests.
- Very effective use of technology and online resources to support students' learning.

3.2 Points for improvement

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

- i. Further develop the learning support department across the school in order to fully support the needs of all students.
- ii. Further develop the analysis of students' progress data across all subjects, helping teachers to create and monitor more effective individual educational and intervention plans.
- iii. Encourage teachers to plan tasks that consistently challenge students even more, creating a memorable experience in every lesson.

4. The context of the school

Full name of School	British School Dhahran				
Address	International Schools Group PO Box 31677 Al Khobar 31952 Saudi Arabia				
Telephone Number/s	+966 920 035 001				
Fax Number	NA				
Website Address	https://bsd.isg.edu.sa				
Key Email Address/s	bolto.d.02@isg.edu.sa (principal) sinan.s.02@isg.edu.sa (principal's office manager) botha.d.02@isg.edu.sa (head of primary) canno.r.02@isg.edu.sa (head of seniors)				
Headteacher/Principal	David Bolton				
Chair of Board of Governors/Proprietor	Andrew Law				
Age Range	3 – 18 years				
Total number of pupils	727	Boys	385	Girls	342
Numbers by age	0-2 years	0	12-16 years	324	
	3-5 years	33	17-18 years	60	
	6-11 years	310	18+ years	0	
Total number of part-time children	0				

The school was founded in 1981 as Dhahran British Grammar School. In 2021, it was renamed as the British School Dhahran (BSD).

BSD is part of the International Schools Group (ISG). Founded in 1962, ISG is a not-for-profit group of international community schools operating in the Eastern Province of Saudi Arabia. The organization is administered by a board of trustees and led by a district Superintendent (Dr Michael P. Mack).

ISG's District Office is located on the Dhahran Campus on the top floor of BSD. Within the district office is ISG's director of teaching and learning, director of finance, director of human resources, director of operations and director of government relations. Each director leads a dedicated team that supports the schools. Each school is led by a principal supported by teams of senior and middle leaders. Principals and directors report directly to the superintendent.

BSD shares the mission and guiding principles of all ISG schools and works collaboratively with the Senior leadership team on furthering the strategic goals of the organization and the alignment of instructional leadership.

BSD operates in a purpose – built state-of-the-art new campus opened in September 2022, in Aziziyah, Al-Khobar. The campus is shared with the American School Dhahran – ISG. The two partner schools cooperate closely, and the students are involved in many common activities.

There are presently 727 students on role. Admission to BSD is selective. Over 60 nationalities are represented in the student body, the school supporting the large international community of expatriate families.

The school is accredited by the Council of International Schools (CIS), the British Schools Overseas (BSO), the British Schools in the Middle East (BSME) and the Middle States Association for Colleges and Schools (MSA).

4.1 British nature of the school

BSD has a strong British feel and ethos:

- The school is organized in a typically British way, both academically and pastorally.
- the quality of education is underpinned by the National Curriculum for England for Key Stages (KS) 1-5, in addition to the Early Years and Foundation Stage (EYFS) framework from the United Kingdom.
- The language of the academic provision is English; the communications from the school to families and students are provided in English, as are all reports, publications, letters and the website.
- The school provides a wide range of educational visits, after-school activities as well as musical and drama events, typical of good independent schools in the UK.
- BSD is an Independent Award Centre (IAC) for the Duke of Edinburgh's International Award (D of E).
- The school regularly participates in the British Schools in the Middle East (BSME) games at primary and secondary levels.
- British practice is evident in approaches to performance management, staff target setting and annual review meetings.
- The majority of teachers are British qualified and trained.
- The BSD implements a house system similar to those seen in the UK independent schools.
- The school uniform reflects the British ethos of the school.
- UK universities are the main target for the students graduating BSD.
- The school offers numerous opportunities for student leadership roles and teams.
- Parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated and value the British style of education.

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

The quality of education provided is good with many outstanding features.

5.1 Curriculum

The quality of the curriculum at BSD is excellent. The principal language of instruction is English, and the school fully meets the local Kingdom of Saudi Arabia regulations.

The school provides an excellent, broad, and balanced curriculum, which is well planned across all year groups and key stages. BSD offers the EYFS framework in early years, National Curriculum for England from Year 1 to Year 13, with a range of IGCSE options at KS4 and A Levels at KS5 accredited by Cambridge Assessment International Education (CAIE) and Pearson Edexcel. The EYFS curriculum provides many opportunities to develop communication through a daily phonic programme and promotes investigative skills in a child-led environment. The Year 1 curriculum is adapted during the first term of each year to provide additional continuous provision opportunities to support the student transition to the national curriculum.

All KS4 and KS5 qualifications offered are recognised by schools, colleges, and universities internationally, thus enabling all of the students to gain access to the best academic institutions in the world.

White Rose Maths is used to support the mathematics curriculum and planning in primary years and into KS3 as well as *Accelerated Reader*, *Star Maths*, *Star Reader* and *No More Marking* which enable the school to benchmark against UK standards. Students throughout KS2 demonstrated a confident use of technology that supports their learning. An accelerated mathematics programme is in place for the most able students from Year 7 to Year 10 leading to early entry IGCSE and additional mathematics in Year 11. The school's creative approach to KS3 English planning was a feature noted during the inspection.

The school's positive education programme is being developed throughout the school as a response to the lingering effects of the COVID-19 restrictions on the students. Leaders report that the benefits of the implementation are being noticed. The PERMAH positive psychology model permeates throughout the curriculum in the primary school, with students applying their character strengths to support them in their learning.

Extra-curricular activities and enrichment play a significant part of school life at BSD. Well planned theme days such as Year 3's Roman Day and Pi Day activities enhance the curriculum. A significant number of extra-curricular activities are delivered to students throughout the week and are well attended. A continuing focus for the

school is to develop the arts provision within the school, areas which were particularly affected during the pandemic.

The school offers overseas trips for students including the London theatre visit, ski trip, compassion summit, Duke of Edinburgh qualifying trip, *Ecoventure* for primary alongside numerous sporting opportunities throughout the year such as BSME games participation.

5.2 Teaching and assessment

The school meets the standards of quality of teaching and assessment and is good with outstanding features.

Across all phases of the school, teachers' subject knowledge is strong. Students' attitudes to learning and behaviour for learning is exemplary. Relationships between students and teachers are very positive. Students are well-motivated and were able to confidently share their targets and next steps in learning. In some lessons, differentiation was evident to meet the needs of individual students.

In the best lessons observed, students' learning was stimulated through enquiry and project-based learning. Opportunities were planned for students to think critically and collaborate. For example, in FS1, students discovered footprints from around the classroom. They had to investigate, think critically, and share their predictions through rich discussions.

Students enjoyed participating actively during lessons. In some maths lessons, self-assessment was used effectively, with misconceptions being addressed and students taking ownership of their learning. In KS4 and KS5 lessons, lessons were exam preparation focused, learning was targeted, and high levels of challenge was evident. In EYFS, the learning was shaped around students' own interest and as a result had a positive impact on their personal, social, and emotional development. The continuous provision in EYFS, linked to the seven areas of learning, with opportunities for students to apply their skills. In FS2, the topic was 'Under the Sea', the students confidently used the water tray to identify sea creatures.

Regular assessments are used in English and maths to inform planning and assess students' learning. CEM assessments take place annually and are used to set targets and plan for students' next steps in learning. 'No more marking' is used in the primary school to moderate writing judgements and compare outcomes against UK national averages. In EYFS, a booklet with assessment data is shared with the KS1 team, to support the students' transition into Year 1.

Teachers' verbal feedback to students is constructive. In the secondary school, peer feedback had a positive outcome and supported students in achieving the learning objective. In the best lessons, higher-level questioning was skilfully used to check students' understanding and deepen their learning.

Teachers use an ongoing tracking sheet in core subjects to assess learning. This was used effectively, in KS3 maths, to identify focus areas. Leaders and teachers have regular data conversations and use the data to discuss progress and next steps for individual learners.

5.3 Standards achieved by pupils

The standards achieved by students are good with outstanding features.

Students across all year groups make very good progress, which is illustrated by the results of the school regular system of assessments and by the results of the IGCSE and AS and A-Level exams. Their very good behaviour and attitude towards learning allow them to develop a wide range of skills across all subjects.

Student progress is rigorously monitored across all the academic departments and in all key-stages. School implements CEM baseline and regular internal assessments and mock test sessions tracking students' progress and effectively support the preparation for examinations in KS 4 and 5. A very broad range of data is collected that can be used for effective intervention plans and more directed differentiation. In the best lessons, formative assessment is evidenced. A more consistent use of formative assessment strategies across all subjects can help teachers to identify individualized areas of intervention to ensure each student's progress.

Streaming occurs solely in mathematics Years 7 - 11, where a fast-track programme has been successfully implemented to stretch the most able and smaller groupings for mathematically challenged students to provide extra support. Students working at greater depth are supported in class through extension activities and opportunities for self-directed learning through platforms like *MyiMaths* and *ZPD* appropriate reading programmes.

Recently the school has accepted students with increased learning barriers including those who speak English as an additional language (EAL) needs. A bespoke EAL programme has been set up and this is set to develop further as an area for improvement, as part of the broader learning support development strategy.

Students make good progress in the primary school. The 2022-2023 STAR assessments indicate that 87% of students in Year 6 were at or exceeding UK standard in reading, 88% in writing, and 96% in Maths.

In KS4 and 5, overall results for British School Dhahran are outstanding and significantly above the published UK national averages. In June 2022, in the IGCSE exams, 93% of grades were A* - C and 100% of Year 11 students achieved 5 or more A* - C grades; 80% of students achieved A* - C grades in 9 or 10 subjects. The fast-track students in Year 10 achieved 100% A* to A grades with 63 % gaining A* and 37% gaining A grades.

A level students have a pass rate of 96% and 87% gaining A* to C grades. AS level students have a pass rate of 98% and 86% gaining A* to C grades.

On completing their studies, the majority of students go on to university to continue their education. The students benefit of a consistent university admission guidance allowing them to attend prestigious universities in a variety of countries including the UK, USA, Canada, France, Germany, South Africa, Mexico, Australia, or UAE. A career counselling programme starting in KS3 can be developed in the future, supporting the growing high-school population of students.

The school successfully enables students to develop their personal skills and qualities. As a result, by the time they leave the school, they will have the necessary skills to move successfully to the next stages of their lives, to face the challenges of the contemporary world.

Students' attendance in primary is exemplary (95% in the day of the inspection), and in secondary, slightly below what is expected in the UK (92% in the day of the inspection). Attendance is rigorously monitored across the school, and concerns are followed up by form tutors, classroom teachers and at times, the counsellor.

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

The school meets the standards: the spiritual, moral, social and cultural development of the students excellent.

BSD effectively promotes personal, spiritual, moral, social, cultural, and emotional development of its students. The school has a wide range of activities and programs in place that focus on the mental health and well-being of its students. These inculcate the school's core values of 'Respect, acceptance, responsibility, and integrity'.

In EYFS and primary school, the school uses PERMAH and the *Compassionate Action* initiatives to develop a positive attitude toward learning. Students connect well with the teachers and are motivated to learn. In secondary school, the positive education approach is designed and transferred through programs such as mental awareness week, counsellor talks, gratitude week, and other student council initiatives. These emphasize individual strengths and encourage personal motivation to promote learning.

Collaborative work done in groups or pair forms an integral part of every lesson and these have developed communication and critical thinking skills in students. The school hosts a diverse body of nationalities, and such cooperative and collaborative tasks seem to promote tolerance and respect. Students take ownership of their learning which was evident during the lesson observations when students were asked to solve skill-based questions. Students were ready to help and learn from each other. They were seen to provide diagnostic feedback to their peers using problem-solving and reasoning.

Students are proud of their contributions to the school and the wider community. The Bake Sale activity was initiated to raise funds for Turkey and Syria. This in turn aligns with students developing character strengths and becoming sensitive and responsible global citizens. The school has a dedicated International day to promote democracy and tolerance. Opportunities are provided to the students to develop specific skills which help them work towards the Duke of Edinburgh program. MUN allows students to connect with others (nationally and internationally) where they research and talk about important World matters. Students at BSD volunteer their help willingly for the benefit of others. Activities also include AS and A level students Peer mentoring/ tutoring, reading to EYFS and KS1. All of the above mentioned enhance students' spiritual and mental health.

Students are open-minded and they value their education, they want to be a part of the student council and the student leadership team. Students are actively involved in planning and organizing activities and events across the school. The school promotes students' voices and is proactive to the needs of the students. The student council and student leadership team are democratically elected and members of the council are required to organize, participate and promote inter-school events. The student leadership teams ensure that safeguarding and mental health is dealt with efficiently.

The school's pastoral care program and assemblies, further develop character strengths. School assemblies are used to reinforce positive behaviour in students through the house point system which strongly resonates with the school's core values. Subject choices and Career fair, help students make informed choices about which course suit their academic needs. Students are well prepared for the next stage of their education and employment and know they have the means to attain their career choices.

The school offers students a variety of after-school activities including drama, art, music, sports, cooking, inter-school sports, and academic competitions. These provide excellent opportunities for students' cultural development so that they emerge as well-rounded citizens.

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

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

The school meets the requirements of the standard, the regulatory requirements and the cultural obligations of the host country and ensures practices are in line with UK standards.

The school's arrangements for the welfare, health and safety of students are outstanding and ensure that all students, staff and visitors are well cared for. Students of all ages report that they feel safe in the school and that they feel cared for. Students know who they can talk to if they have worries. Relationships are an evident strength of the school and one that is appreciated by the parent body. Students report that they are happy and proud of their school and that the atmosphere of the school is one that is warm, empathetic and that teachers are very caring and one which is recognised by parents.

Wellbeing of the students is a clear focus of the school since pandemic and many practices are in place to support this. Students know who they can talk to if they have concerns and are confident that their concerns are listened to and they would be supported with any such concerns.

The school has effective policies and procedures in place for safeguarding and child protection. All staff undergo regular safeguarding training sourced from an external provider which is adapted for staff members whose first language is not English. The school makes extensive use of a specialised software package for reporting concerns and to support students. Students at the school are friendly and welcoming and their behaviour is exemplary although should a student's behaviour not meet appropriate standards, suitable consequences are in place and steps are taken.

Many students travel to school by bus and both the arrival and departure of the student buses is managed very effectively with student safety a priority.

The school site is well-maintained and fit for purpose for all age groups. The site is very secure and visitor entry and access to the school's site is tightly controlled and monitored very effectively by BSD site staff and contracted security. Chemicals and resources for science lessons are stored safely and securely and access is managed effectively.

The school is fully compliant with fire regulations and holds regular emergency drills. Fire equipment and facilities are checked regularly and maintained appropriately. Site walks are conducted very regularly to ensure standards are upheld and issues quickly identified and managed.

The school's clinic is well stocked and students are supported by an effective on-site medical team who ensure compliance with local medical regulations.

Some minor issues mostly connected with the new building became evident and are in need of addressing. For example, corners of concrete benches in the play areas surrounding the external basketball court need smoothing, additional padding is required in the indoor gym and access control to the gym and storage areas are recommended.

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

The school meets the standard.

As part of the ISG, the school follows the policies and the procedures applied at the group level, making sure that all the safety, care and guidance requirements for all students and staff are met with full respect for the local standards as well.

ISG has a dedicated human resource department that oversees the practices and processes for recruitment across the schools. The department is headed up by ISG's director of HR/assistant superintendent, followed by a recruitment manager and an employee relations manager.

The principal meets weekly with the director of HR to discuss any issues regarding recruitment and onboarding as well as issues regarding existing staff. The HR department has systems and processes in place that allow staff to raise worries, concerns, or complaints about other members of staff confidentiality.

Clear procedures are in place to ensure staff appointed meet best practice regarding safe recruitment procedures. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in the Kingdom of Saudi Arabia and their previous employment activity.

ISG's HR department keeps complete files of staff records in the district office on the Dhahran Campus. Human resources use the *Skyward* module. Upon employment, employees' details are entered into a database and are accessed as needed. It meets the standard of a single central record, and the school continues to further develop it according to the recommendations of the BSO.

9. *Standard 5* The premises and accommodation

The school meets the standards and is excellent.

The new campus provides an excellent and safe environment for students to thrive and grow. They can benefit of a stimulating setting for their personal and academic development. The buildings' efficient use of space is commendable. The open spaces create the community feeling: the library, located in the centre of the primary section, is the hub for school activities; the central staircase is easily transformed in a proper assembly area; and the 6th form area offer opportunities for recreation, study, or counselling.

Additionally, the specialist facilities, including laboratories, arts and music rooms, as well as sports areas, are very well equipped and enable students to excel. The new swimming pool is a great addition to the sport facilities, being valued by the students and parents alike.

Classrooms benefit from natural light and ventilation, thanks to their spacious windows which positively impact student performance.

The school's security measures are exceptional, with visible and efficient protocols that comply with local standards. The whole site is very well maintained.

The medical room is well equipped. Adequate facilities are provided for the medical examination and treatment of students and for the short-term care of sick and injured students.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is excellent.

The school's mission, vision and aims are clearly shared on the school's website. There is a welcome message and overview of the school, which is easily accessible. Contact details for the school, as well as the school's addresses and appropriate telephone numbers are listed on the website. A comprehensive student and parent handbook is accessible to parents and prospective parents.

Communication was quoted as a strength of the school, by the parents. Parents reported that they can contact members of staff via email and receive a response within a good time. Parents are kept well informed and updated on key information through the weekly Principal email and the ISG School Group weekly email. Weekly events are celebrated and shared across the ISG school group.

Throughout the school, teachers use technology to share information with parents. Information regarding the curriculum is stored on *Google Classroom*. Parents are kept up to date with the learning through platforms such as *Seesaw* and *Google Classroom*. In EYFS, observations are posted on *Seesaw*. Parents can respond to the observations posted and add additional posts from their child's achievements at home. Parents quoted that they have a 'window into their child's learning'.

In the secondary school, parents can view their child's interim and annual report through the ISAMS parent portal. ISAMS is in the initial stages of use as a reporting platform. CEMS information is provided to parents, followed by learning and goal setting parent student conversations. The parent portal also enables access to secondary rewards that have been received throughout the year. In primary, the students are rewarded with a physical certificate during their assemblies. The primary interim and annual reports are shared with parents electronically. Parent teacher conferences are conducted twice a year and provide an opportunity for parents to discuss their child's progress and next steps in learning.

There are regular workshops available for parents to attend ranging from wellbeing to academic support. In the primary school, there are annual curriculum workshops in phonics, English and maths. The school counsellor offers wellbeing and relationships support for students and parents. Coffee mornings are scheduled with the parent community, to support them in gaining further insight into the curriculum e.g., transition mornings.

Students have access to all lessons and resources, via *Seesaw* and *Google Classroom*, which can be revisited at home. In primary, a reading journal is sent home daily with levelled reading books to encourage students to read with their parents. Parents are always welcomed into

school and are invited in regularly to celebrate different events. This was evident during the Year 3 end of topic Roman parade, which was very well attended by parents.

The parents are extremely happy with the school. Parents celebrated the community feel to the school, as well as the evident level of care for their children.

11. Standard 7

The school's procedure for handling complaints

BSD's procedure for handling complaints fully meets the BSO standard.

BSD effectively implements a clear policy for handling complaints which meets host country requirements and reflects good practices from the UK. It is made available for the parents and sets out clear time scales for the management of a complaint following informal and formal stages. The school leadership and the superintendent monitor the effectiveness of the complaints procedure in ensuring the complaints are handled properly. A complaint log is in place which indicates that all complaints raised have been resolved.

The school encourages parents to communicate any concerns. Parents reported valuing the very good communications with the school ensuring that all issues and concerns are dealt with in a timely and efficient manner. Parents interviewed appreciate this process.

12. Standard 8 Leadership and management of the school

The leadership and management at BSD are outstanding.

The leadership and management by the ISG, the board, the superintendent, and BSD senior and middle leaders combine to be highly effective. The school plays an active, constructive and synergetic role in the International Schools Group, while maintaining its own identity and ethos.

The principal gives leadership that provides clear educational direction, reflected in the high quality of education, the care of students and the fulfilment of the school's aims. The school's leaders have an accurate understanding of the strengths of the school and of the challenges that it faces. The self-evaluation processes in the school provides excellent data for immediate intervention and future strategic development.

The school's management team has led the school facing complex challenges, that included the long periods of lockdown and the move into a new campus at the start of the 2022 - 2023 academic year, without affecting the quality of the education provided for students.

The kind and positive approach to leadership of the principal and of the heads of primary and secondary inspire the very positive relationship between staff and students. This is also visible in the collaborative and supportive attitude of the middle leaders, creating a positive environment for further alignment across all school departments and divisions in relation to the expectations regarding the quality of teaching and assessment.

An extensive range of whole school policies are in place, which are reviewed regularly. They are very effective in guiding the teachers and the admin teams in taking care of all students in their academic activity, in a safe, calm and clean environment where positive relationships are developed, and everyone's individual strengths are encouraged.

The teachers benefit from excellent professional development programmes, designed to support them achieve their goals. The professional development resources are shared inside ISG, ensuring a common standard across the group.

The school runs smoothly on a day-to-day basis, with a clear focus given to the well-being and security of staff and students.